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A PROGRAM FOR CHILDREN WHO FOLLOW THE CROPS.

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SUTTER-YUBA EDUCATION COMMITTEE, MARYSVILLE,CALIF.
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THE 1965 SUMMER PROGRAM FOR MIGRANT CHILDREN IN MARYSVILLE, CALIFORNIA, INCLUDED KINDERGARTEN, PRIMARY, AND INTERMEDIATE CLASSES WHOSE OBJECTIVES WERE--(1) TO TEACH ENGLISH AS A SECOND LANGUAGE TO THE CHILDREN, AND (2) TO IMPROVE EACH CHILD'S SELF CONCEPT. TRANSPORTATION AND MEALS WERE PROVIDED FOR ALL OF THE CHILDREN, AND CLOTHING WAS FOUND FOR THOSE WHO NEEDED IT. MANY OF THE TEACHING AND EVALUATING METHODS WHICH WERE USED ARE DISCUSSED IN DETAIL. THE SUMMER SCHOOL OPENED ON JULY 26, AND CONTINUED THROUGH AUGUST 23. TOTAL ENROLLMENT NUMBERED 123, WITH AN AVERAGE DAILY ATTENDANCE OF 64.89. APPENDICES OF THIS REPORT CONTAIN THE SUMMER'S BUDGET, FORMS AND RECORDS KEPT DURING THE PROGRAM, SAMPLES OF STUDENTS' WORK, AND BOTH A BOOK AND FILM BIBLIOGRAPHY. (CL)

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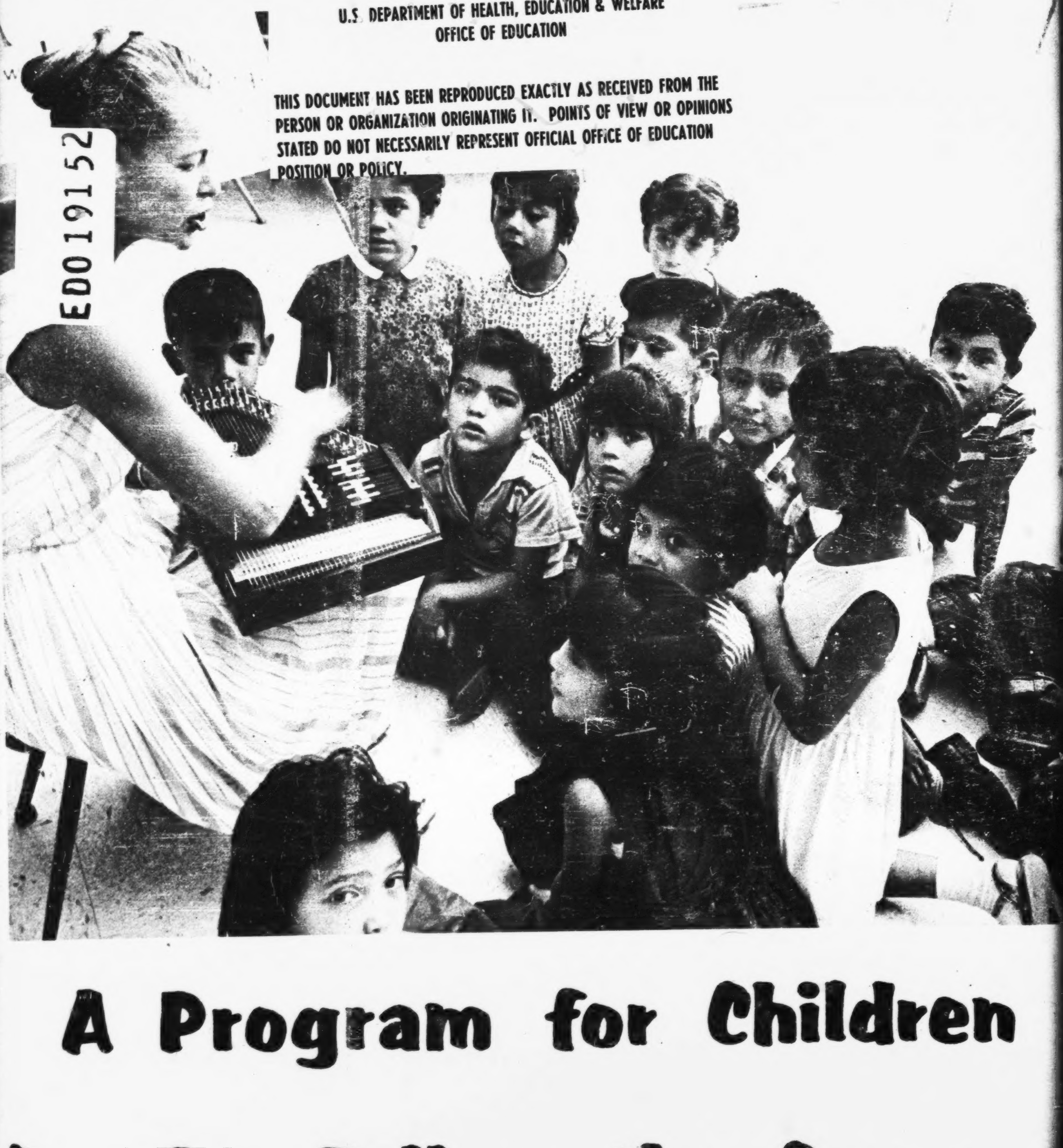

A Program for Children who Follow the Crops

July - August, 1965

Marysville, California

RC000369

FINAL REPORT

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For and on Behalf of

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California

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ACKNOWLEDGEMENTS

The summer project for migrant children materialized as the result of interest, effort, and action on the part of many people and several agencies. John Smith, Superintendent of the Linda School District, posed the question: "What can we do for these children who come from Texas, New Mexico, Arizona, Mexico, and other rural areas in California and remain in our community for several weeks?" Don Morales, Assistant to the Yuba County Superintendent of Schools, sought an answer to this humane query. He visited Mrs. Afton Nance, Elementary Consultant, California State Department of Education; he called on Mr. Kirk Wilson, Office of Economic Opportunity, Sacramento, California; he enlisted the help of Mr. Walter Swanson, Superintendent of the Ella School District; he worked with Congressman Robert Leggett, United States Representative; he telephoned Mr. Ron Petrie, Office of Economic Opportunity, Migrant Programs; he asked advice of Dr. Leon Swift, Yuba-Sutter Public Health Officer; he saw Mr. Norman Long, Department of Employment for Colusa, Sutter, and Yuba Counties, Mr. Ralph Alvarez, Sutter County Welfare Office, Mr. Tom Larner, Yuba College, and Mr. and Mrs. Dale VanPelt, Christian Migrant Ministry; he planned with Dr. Glen Burch, Director of University Extension Services, University of California; he spoke at the dinner meeting of the Yuba-Sutter Farm Bureau; and finally, he wrote, staffed, directed, and supported the project from the first tentative step to the last turn of the key in the silent building after all staff, visitors, participants, and children had gone home. Throughout this hectic planning period and for the duration of the summer session, Mr. Robert Wapple, County Superintendent of Schools, Yuba County, was an ardent supporter.

The summer school principal, Mrs. Jeanette Powell, the teaching staff, Miss Leila Lile, kindergarten; Mrs. Joan Miner, primary; Mrs. Eleanor Ortiz, primary-intermediate; Mr. Robert Parker, intermediate, gave the program their complete personal and professional concern. The project coordinator, Mr. Roy Carson, the school nurse, Mrs. Ann Dietrich, the head cook, Mrs. Faye Sorrels, the researcher, Mr. Dick Walthart, the custodian, Mr. Bud Glaspel, the participants, the trainees, and the children--all these people brought to the project rare and giving qualities that enhanced each day's activities and made a success of the venture.

Mrs. Conklin, secretary, and Mr. Homer Cummings, principal of Olivehurst School, offered many valuable hours of assistance. The Marysville Appeal-Democrat gave the project extensive coverage in reporting the events; the television crew of Channel 3 KCRA Sacramento, described the school in a video tape presentation on the evening news report; library and audio visual personnel from the State Department, from the Yuba County Library and from the University of California at Davis made excellent reading and resource materials available. Guest lecturers often traveled considerable distance to make their presentations to the group; and many visitors from neighboring counties, from the Richland Housing Project, from the Program for Migrant Families in Gridley dropped in to offer a word of encouragement. To all these kind and gracious people and to the many others who helped, directly or indirectly, to provide an answer to the original question of what can be done for migrant children in the community, a debt of gratitude is hereby acknowledged.

Marysville, California
January 15, 1966

E. T.

PREFACE

The purpose of this writing is simply to tell what happened in the community of Marysville during the summer of 1965. A group of interested people wanted to do something for the boys and girls of parents who follow the crops. It was sadly noted that while parents and older members of the families were at work in the orchards, many young children were left alone, unsupervised, or in the care of slightly older brothers and sisters. Hazards to health and to safety were ever present; physical care and personal hygiene may be minimal; meals were lacking in nutritional balance or in regular appearance, or in both; recreational opportunities may be non-existent; experiences that might contribute to future school success were minimal. We asked: "Wouldn't it be fine if these children could have a month in a warm, accepting, exciting summer program?"

The following pages do not presume to offer a blueprint for establishing summer schools for migrant children; nor do they serve as a manual for obtaining federal monies for this purpose. Rather, it is hoped that this very general report of the action in Marysville may inspire other communities where migrant families contribute to the agricultural economy to consider possible programs during the summer months to brighten the lives of these children. Any reader who is interested in initiating a similar program may get an overview of the project design and may write to the various agencies and people involved in the Marysville project for more specific and detailed information. A directory of mailing addresses can be found in the Appendix.

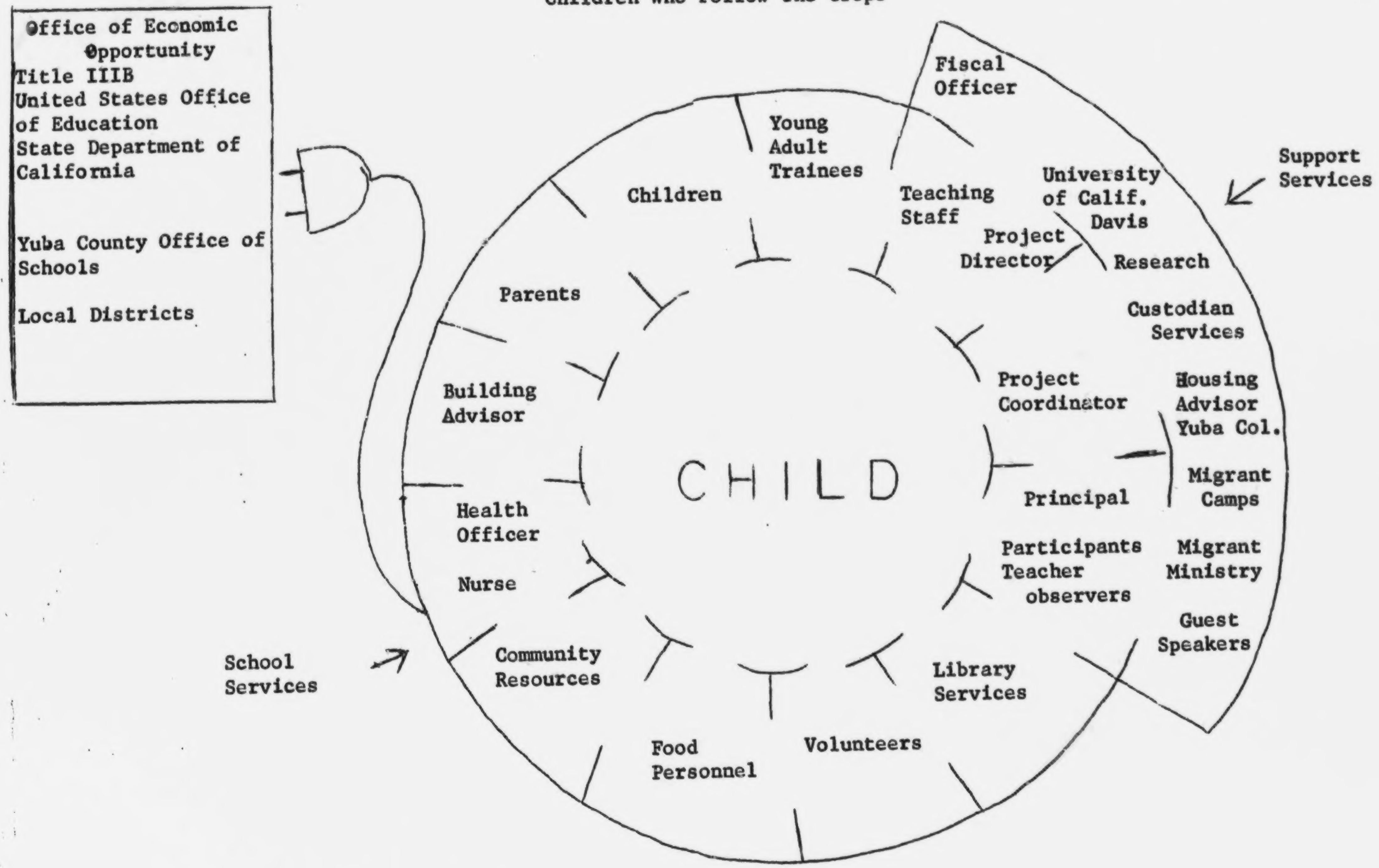
The information is organized according to the following plan: (1) some introductory statements about the people, the place and the purposes; (2) the children, their characteristics; (3) the families, where and how they live; (4) the teacher-observers, who they were and why they came; (5) the trainees, what they did for the project and for themselves; (6) the school program, curriculum and other supportive services; (7) evaluation, what happened; (8) summary and recommendations; (9) appendix.

INTRODUCTION

The summer school project for migrant children was unique. The entire program consisted of many separate but inter-related parts that were welded together with bonds of care and concern for children of the poor. The result was a glowing Gestalt, a whole, indeed, much more than the sum of its parts. Months later, those who shared the experience found it difficult to describe what actually happened and to explain by what wondrous alchemy so many human beings with such diverse interests, backgrounds, and personalities could work so patiently, so single-mindedly on the same task. The people were special. From the director of the project to the person who kept the building in good order for the daily activities, each one went beyond the usual requirements of his job to offer a very personal contribution to the experiences of the children. The child-centered program is often a visionary abstraction that loses much in the translation from idealized planning to realized action. When lofty objectives are defined in operational terms, administrative expediencies and community pressures may rearrange the goals in an almost unrecognizable hierarchy. Happily for the Marysville aspirations, no such loss occurred. The summer project was truly child-centered in planning, in operation, and in fact.

A schema, prepared by Harvey Barnett, Coordinator for the Yuba County Schools Office, best describes graphically the agencies, the people, the services, both direct and supportive, and the point of view of the total project. Federal funds from O.E.O., the energizing current, made the illuminating event possible, but the many dynamic and dedicated people gathered around the children made it a reality.

Table 1 A Schema of the Program for the Children Who Follow the Crops


Office of Economic Opportunity
Title IIIB
United States Office of Education
State Department of California
Yuba County Office of Schools
Local Districts
CHILD
Children
Young Adult Trainees
Fiscal Officer
Teaching Staff
University of Calif. Davis
Project Director
Research
Support Services
Custodian Services
Project Coordinator
Housing Advisor Yuba Col.
Principal
Migrant Camps
Participants Teacher observers
Migrant Ministry
Guest Speakers
Library Services
Volunteers
Food Personnel
Community Resources
Nurse
Health Officer
Building Advisor
Parents
School Services

The Facility

The school plant was the Johnson Park School in the Ella School District, seven miles south of Marysville, off Highway 99E. This very attractive building designed with an excellent kitchen, a comfortable multi-purpose room, eight large and well-equipped classrooms, enclosed playground areas, lavoratories, and office space lent itself well to the variety of activities which went on during the four weeks of school. The children attended four weeks and the teacher-observers attended for three weeks. Each day, the children were brought by bus from the migrant camps to Johnson Park School to take part in a school program designed especially for them. Teachers and a few administrators from various school districts throughout the state observed and helped in the daily activities. An in-service education course entitled Problems of the Culturally Handicapped Child was offered with two units of credit granted for its completion. The California State Department of Education through the Office of the Elementary Consultant, Mrs. Nance, made plans for guest lecturers in many fields of related interest. The Audio-Visual Laboratory of the Yuba County Office arranged for films and machines so that the current problems of migrant workers could be viewed by staff and participants. The library materials of the State Department, of Yuba County, and of the University of California at Davis were circulated and shared. Personal books, papers, and reports of the entire group were exchanged. The school principal, Mrs. Jeanette Powell, and the writer, who was the course instructor, led the discussions which followed each day's observation periods. The children and adults were fed through the capable efforts of Mrs. Faye Sorrels. There was also woven judiciously into the daily routine some time for rest, coffee, conversation, and companionship. Surprisingly, all gears meshed smoothly, well-oiled by the inspired planning of Mrs. Powell, the cooperative spirit of the participants, and the charm of the children.

The following schedules for the children and the adult groups were arranged by Mrs. Powell and offered the basis for the use of the building. Each of the four children's groups had its own room; the four other classrooms allowed flexibility in function by means of folding partitions. One of these areas was used for a library and resource room, and one was used for the presentation of the lectures. Both of these rooms could be made into a larger room for guest presentations and special activities. One room served as a lounge and place of informal discussions. The fourth room was used by Mr. Walthart, who did the research, and by the trainees as needed. The children moved in this manner.

Primary			
7:30- 8:30	Breakfast	7:30- 8:30	Breakfast
8:30- 9:55	Classroom	8:30-10:00	Classroom
9:55-10:30	Snacks, Play	10:00-10:30	Snacks, Play
10:30-11:50	Classroom	10:30-12:00	Classroom
11:50-12:50	Lunch, Play	12:00- 1:00	Lunch, Play
12:50- 2:00	Classroom	1:00- 2:00	Classroom

Mrs. Powell and her teachers agreed that they would prefer to plan their activities in large blocks of time and to pace the day in a manner comfortable to the children. No bells were used. The only firm requirement was the cafeteria schedule, and the children were always eager and willing for breakfast, snacks and lunch. At two o'clock in the afternoon, the children took the buses back to the camps. Many left reluctantly.

The Children

The children came from families in the neighboring migrant labor camps which were established to house the harvesters of the local crops. When the school opened for the children on July 26, the chief crop was peaches. The pupils ranged approximately from kindergarten to sixth grade in grade placement. Since exact brithdates were often a problem to verify on the registration forms, the age spread can merely be estimated from about four to fourteen years of age. Though chronological age serves as a convenient yardstick for any school program, it probably tells little about children's developmental ages and degrees of readiness. For the migrant boys and girls birthdates were not too helpful in grade placement. Placement was managed on the basis of age, previous school experience, physical size, and the intuitive feelings of Mrs. Powell and the teachers who made the placement decisions. Since the classes were non-graded and the instruction individualized, placement defined by grade levels was not a major concern. For the child's comfort, he was placed in a group where he "looked" as if he belonged and where he could enjoy being with friends who seemed to be his size and who had similar educational needs. Few placement changes were necessary after school had begun and newcomers were greeted warmly, looked over by the practiced eye of Mrs. Powell, then shepherded into the presence of a friendly person before the tears could start.

According to the school principal, the total enrollment for the four weeks was 123 pupils with an average daily attendance of 64.89. The groups were continually adding new pupils and losing some who had enrolled earlier. This high rate of transfer was dramatically demonstrated by the fact that only nine of the pupils who enrolled on July 26 were still in the school on the closing day, August 20. From these, the ever-changing composition of the classes, the constantly fluctuating range of abilities, and the urgent need for flexibility in planning, attendance data can be readily appreciated.

The four groups are best described by the teachers who worked closely with them. Of her kindergarten class, Miss Leila Lile said, "The children were all of Mexican-American descent, with the exception of one Negro boy who attended only one week of school. His family moved. The age range of this group was estimated to be four to seven years. Approximately twenty-seven children were enrolled during the four weeks. The average daily attendance was probably fourteen or fifteen children. Only two of these children could speak some English and help interpret for other children and for their teacher."

Mrs. Joan Miner described her primary group in this way, "The class was made up entirely of Mexican and Mexican-American children whose English language development ranged from nil to fluent. Four youngsters had come from Mexico to Marysville only two days before school opened and spoke no English at all. Nearly all class members spoke with strong Spanish intonational, grammatical, and pronunciation patterns. A very small percentage of the total group (two or three) spoke English as a 'first' language. A range of academic ability was apparent although no intelligence testing was done. Work samples were kept for each child and these showed a wide range of achievement. The age range covered a four-year span from six to ten years and included a large number of students who were one to two years behind their age-mates in grade placement. This primary group had the highest daily attendance of the entire school. Thirty-two children were enrolled with between twenty to twenty-four children in regular attendance."

Mrs. Eleanor Ortiz describes the composition of her class in the following way, "My class of twenty-four consisted of Mexican, Mexican-American, and Negro children of ages ranging from eight to ten years old. All of them had a limited language background. One had no knowledge of English. They were timid, had little self-confidence, and felt insecure. They did not seem to want to communicate with me or with their peers. Their responses were usually one word. I would say that the abilities in the entire class ranged from a limited to a quite capable level."

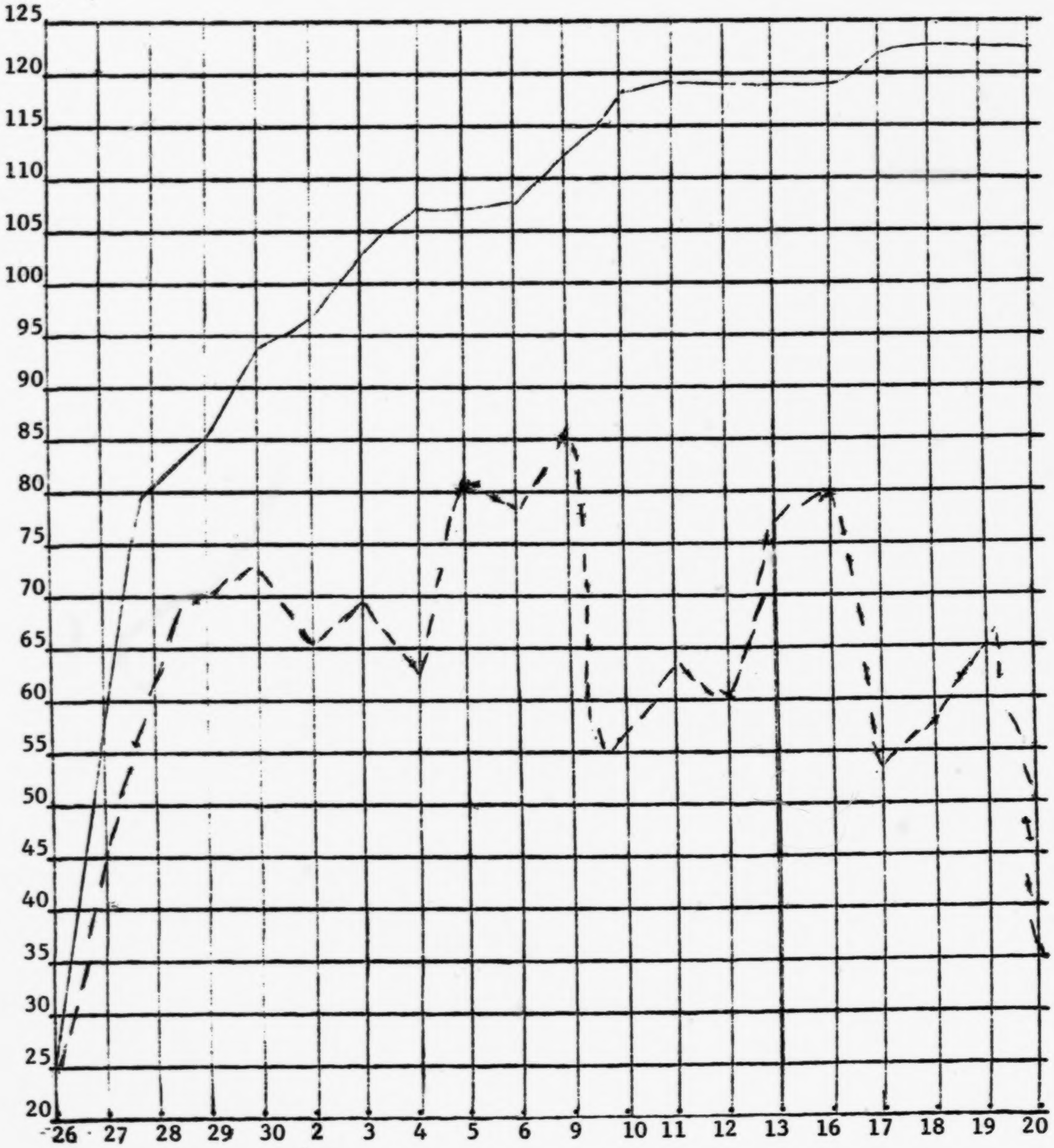
Of the intermediate group in his room, Mr. Robert Parker said, "The class was composed of Mexican-American children except the first week when there was a Negro girl and the last three weeks when one Mexican National boy was enrolled. Their abilities ranged from first grade through seventh grade. Ages ranged from nine and one-half to fourteen years. After the first two days, the attendance low was eleven in the class and the high was twenty-one pupils."

The Families

Mr. Roy Carson, Sonoma County Superintendent of Schools Office, served as the Coordinator of the Marysville Project. He was experienced in the education of children whose families move with the crops. One of his principal duties was that of recruiting the children for the school.

Table 2

Relationship of Enrollment to Attendence in the Summer Demonstration School for Migrant Children



Solid Line - Enrollment

Dotted Line - Attendance

To find the boys and girls, to inform their parents of the school, and to make the many arrangements for picking the children up and delivering them to their homes at the proper time and place, required that Mr. Carson spend a great deal of his time in the migrant camps and in the homes of these families. During his frequent visits, he established friendly relationships with the camp owners; he gained the confidence of the parents; he won the hearts of the children; and he resolved many difficult matters with great diplomacy and the utmost tact. Mr. Carson shows his understanding and compassion in his report:

> "As coordinator I set out to recruit the children. Knowing the background of the migrant ministry, I felt it necessary to seek their help in getting acquainted with the people in the camps in the different geographical locations of the ranches. Dale Van Pelt and his wife assisted me in this task. Without their help, I am sure the success of having as many children as we did would not have been possible."
>
> "It was interesting to see the differences between the camps. Camps varied from very poor facilities to good ones. One camp with nine families had one two-seat outhouse for the men and one for the women. One very small shower for the men and one very small shower for the women were the only washing facilities and much of the excess water from the showers flowed outside and puddled. There were no electric lights. There was one room for each family to sleep in and to cook in as well. There were no mattresses and no water inside the cabins. There were no screens on the windows and no paint on the walls. Many people used the fields for toileting. There was no laundry facility for washing the families' clothing. Some of the people shared a wash tub that someone had purchased."
>
> "When requesting permission to bring the school bus on the property in order to pick up the children at the ranch, the ranch owner was very defensive about too many people seeing the cabins and made such statements as, 'Before you help these people, they have to help themselves.' and, 'Lots of luck'. Another camp had similar conditions as far as the cabins were concerned but had better toilet facilities and a place for the people to do their laundry. There was one camp that had two-room cabins with air-conditioning and good toilet and laundry facilities. One area had about sixty to seventy cabins in very poor condition, and running water consisted of an outside faucet to every five or six cabins. These cabins had tin roofs and were very warm inside. It must be kept in mind that the average family had eight children."

> "Most of these families speak no English. A circular in English and in Spanish was given to the parents announcing the time that school would start and also that breakfast, a snack, and lunch would be served the children. This seemed to be very important to the families and a significant factor in determining if the children would attend school. It was also interesting to note the authority of the father in the camps. It was he who decided."
>
> "I felt that it was very important to visit the camps often after the children had begun the school program. These parents enjoyed hearing comments on how well their children were doing. One father shook my hand for coming back to let him know about his children. He said, 'No one ever came to me about my children before, but you come to me and tell me how well my children are doing. Thank you very much.'"

The Trainees

The purpose of this phase of the project was two-fold: (1) to give assistance to the classroom teachers and others who needed an extra pair of hands, and (2) to offer a means of learning while earning to young people who were beyond the age of the school program. The trainees all came from the migrant community and, with the exception of a custodian trainee, they were all youngsters in their 'teen years'. Had they not been employed in the project, they, too, would probably have been working in the orchards with their parents or would have been at home caring for little ones. Although numerically this part of the project was small compared to the pupil enrollment and the teacher observers, it was a very significant experience for the young people who had the opportunity to work. They often served as excellent sources of information, as able interpreters, and as mediators of custom and amenities.

Mr. Carson was in charge of the trainee program; and was responsible for their selection, their placement, their transportation, and the payment of their wages. He reported, "I thought it was important to hire the trainees immediately in order to help us recruit the children for the school. The positions in which we planned to train them were these: one secretary trainee, two cook trainees, four teacher aide trainees, and one custodian-bus driver trainee. The project set the salary at $1.25 an hour. I had a difficult time recruiting boys because the $10 a day was not enough compared to the $14 to $16 a day that might be earned picking peaches. The girls felt that school work was better than picking peaches. We decided to combine the job of bus driver-custodian and pay $1.75 an hour. We hired a forty-year-old man with eleven children."

"No decision could be made about getting the trainees until the father had discussed the position. The girls would say in response to the offer of a job, 'I am sorry I cannot accept until I ask my father.' It was father who finally made the decision."

"I do not speak Spanish and much of the communication I was able to carry on with the families in the camps came through the help of the trainees who accompanied me on my visits."

The office trainee worked closely with the school principal, Mrs. Powell, who spent a great deal of time showing the trainee how to use the many office supplies and materials, explaining many facets of office procedure, and building the trainee's confidence in her own ability to perform these tasks well. Mrs. Powell also worked with a trainee in library procedure. The various books, pamphlets, and magazines from the separate sources were indexed and checked in and out with the assistance of the trainee and a volunteer librarian who was one of the teacher-observers.

Three young women worked in the kitchen helping Mrs. Sorrels in meal preparation and clean-up duties. They were pleasant, cheerful girls who appeared to catch on quickly to the cafeteria routine. They learned to scrape and stack the dishes in the large dishwashing machine and to operate its controls while they chatted or hummed a tune. In the faculty lounge, where they cleared the tables and replenished the supply of coffee cups, these girls always had a gracious greeting or a friendly word.

There were four trainees who worked with the teachers in the classrooms, in the cafeteria, and on the playground. They also accompanied the teachers on the field trips and enjoyed these outings very much. At the end of the project both the trainees and the people who worked with them were asked to react to the opportunity of giving and receiving help. Their impressions and suggestions are part of the evaluation section of this report.

The Teacher-Observers

The program for the children was the principal endeavor of the project, but also tied to the summer school was the concept of in-service training for teachers. Forty experienced teachers were invited to participate for three weeks from August 2 through August 20. During their stay in Marysville, they were housed in the Yuba College dormitories and arranged to take their meals in the restaurants nearby. The noon meal at the Johnson Park Cafeteria was available to those who wanted it. Each day was planned to give the teachers several experiences: (1) they observed the school program first hand in the classrooms; (2) each teacher studied a child or children who interested him; (3) the teachers joined discussion groups to share ideas and events that they had observed; (4) they attended daily lectures given by the University of California instructors; (5) they heard several special guest lecturers who spoke on various aspects of the educational problems of migrant children; (6) they had opportunities to visit the camps where the children and their families lived; (7) they saw several significant films at the school and at the dormitory during the evening hours; (8) they enjoyed frequent opportunity for informal exchanges during the coffee breaks, the lunch hours, and the after school gatherings; (9) some of them went on field trips, tried their hands at sand casting along the Yuba River, and panned for gold. In addition to these activities, the teachers used the library materials for their course work and pulled together a variety show of songs, puppets, comedy routines, community sing fest, and a clown. On the last day of classes, the children were invited to be entertained by the group. Audience and performers enjoyed themselves immensely. No one could deny it was a full schedule.

Since all of these participants were experienced teachers, highly recommended by their respective school districts, the challenge of giving them a program worth their time and effort was indeed great. Mrs. Afton Nance suggested that though many excellent teachers have continued to develop good practices over the years, the press of their daily routines may prevent their keeping up with the literature and with the new ideas from disciplines outside the field of teaching. For these reasons, Mrs. Nance recommended that the University of California course draw heavily on theoretical concepts in the social and behavioral sciences that would apply to the problems of culturally different children and their families. Accordingly, the course, X 142B The Problems of the Culturally Handicapped Child, was developed with this purpose in mind. The fifteen lectures were arranged in the following sequence and attempted to cover only the aspects of each topic that most directly concerned the Mexican-American migrant population in the schools: (1) orientation and description of the children and their families; (2) the concept of culture, cultural deprivation and cultural handicaps; (3) family patterns and the patriarchal structure of the Mexican-American home; (4) value systems, plurality of values, and the values of these families; (5) personality, how it is shaped, by what forces, a few theories of personality; (6) motivation, a definition and some motivation theories, the motivations of the migrant families; (7) learning theories and learning styles, particularly those of the poor; (8) second-language learning, audio-lingual methods as useful for these children learning English; (9) measurement and some pitfalls in measuring the abilities of minority groups with culturally-biased instruments; (10) creativity and how to find it in these children, how to nurture it when you do; (11) the school as a society of its own and the alienation of the economically deprived child in the affluent middle-class school world; (12) thinking about individual differences seriously and really individualizing instruction; (13) the teacher, his importance and his responsibility to these children; (14) the methods of Maria Montessori and some of the implications for programs for the culturally handicapped; (15) a summary of the previous presentations, discussions, observations, films, and guest lecturers, expression of gratitude and a wish for a successful year of trying out some of the summer's ideas.

Mrs. Powell planned for the teacher-observers to move through the daily program according to the following schedule:

8:30- 8:45	Curriculum Library and Laboratory
8:45- 9:30	Observation in the Classrooms
9:40-10:20	Discussion Groups
10:30-12:30	Lectures X142 B Course U.C.
12:30- 1:15	Lunch
1:30- 2:30	Guest Lecturers
2:30-	After school visits to camps, field trips, reading, outings, etc.

Mr. Carson arranged for the visits to the camps. It was assumed that the observers would gain additional insights into the school problems of these children if they could see first-hand the living conditions of the families. Mr. Carson felt that if the groups would visit two at one time the families would not be so likely to feel on display and somewhat overwhelmed. It was also pointed out that late in the afternoon, the families want to clean up after a hard day's work. It was agreed that the group must be careful not to intrude on the privacy of these families. Mr. Carson arranged the details of these visits and planned an observation sheet which the observers used after they left the camps. Specific areas to observe were suggested as these: (1) the physical setting; (2) the language used; (3) customs (food, father's, mother's and child's role in the family constellation); (4) community relationships (intra-camp activities); (5) recreation and social life. A copy of the observation sheet is in the appendix. The observers found it a useful device for making the most of a short visit.

The School Program

The kind of program planned was ambitious and sufficiently diversified to defy neat labels of levels, techniques, approaches, methods, or categories. The staff in planning sessions realized that not only were the pupils individuals, but so also were their teachers. What might be a smashing success for one teacher's personality might be a shambles for another's. Further, even in the generally successful classroom, what may work for many children may be all wrong for some of them. Too, it was well appreciated by all who were involved that the program must be considered in two dimensions: (1) the program carried on directly with the children and (2) the supportive services that make the daily activities possible. These two aspects of the Marysville summer school, based on the information given by the individual staff members, are described in the following pages.

The Curriculum - Mrs. Powell spoke of the curriculum in this way, ". . . the curriculum if it were to be successful, must be child-centered. In order for the child to succeed, he must like his teacher, he must like his work and above all, he must like himself.." Within this seemingly unstructured framework, a high degree of structure existed. Among the musts for all children were these: the activity had to start where the child was competent; he had to be helped to find success and to avoid failure; he could not be asked to compete in any group; the learning had to proceed at the child's own pace and in a manner which was compatible with his own cognitive style.

Although the staff perceived the goal of self-enhancement as the primary objective for these children, the group also recognized the importance of developing language competencies that would hopefully carry over into their regular school programs. Both improvement in self-concept and growth in language skill are mutually reinforcing. As the child feels better equipped to cope with the demands of a school world that operates according to different sound and symbol systems, it would appear to follow that he would see himself as a more adequate person. Thus, knowledge of English would serve as a means of strengthening personal adequacy. Upon this assumption, much emphasis was given to concept formation, to the labeling of concepts in English, and to practice in the use of both concept and its label. Van Allan has described this method as the language-experience approach and suggests that the child's thinking serve as the base line for beginning instruction. The rationale can be described in this manner: What I can think about, I can talk about; what I can say, I can write or others can write; what I can say, I can read; I can read what I can write and what other people write for me to read.[1]

In teaching English as a second language, the basic principles of audio-lingual methodology were employed in the daily lessons. Many linguists have developed guidelines for the classroom teacher. Among these experts, Nelson Brooks has said that the child must listen to speech that is authentic; he must do much more listening than he does speaking; he must understand what is being said; he must speak only that which he has heard and understood; he must read only that which he can understand and can say; he should write that which he can understand, say and read.[2] Such stress on speaking before reading is rooted in the argument that there is a natural order of learning one's native tongue. The case for an order of skills to be presented in the sequence of listening, speaking, reading, and writing is also convincingly presented by Lado who says that the process of reading and writing merely associates the spoken form with its graphic representation. Since the spoken form represents a symbol of the referent for which it stands, the writing is a "symbol of a symbol" and suggests a higher level of difficulty in its acquisition.[3] In second-language learning, the new symbols in English must be heard, understood, and said before the writing system can be imposed.

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[1] R. Van Allan, The Language Experience Approach to Reading. Hanford Elementary Schools, 1962.

[2] Nelson Brooks, Language and Language Learning: Theory and Practice. Burlingame: Harcourt, Brace and World, 1961, p. 50.

For these Mexican-American children there were three recognizable stages of development in language. First, there were a few children who possessed a reasonably adequate stock of concepts and who had a fairly good vocabulary development. However, the words, their ordering in a sentence, and their grammatical patterns were totally Spanish. Such youngsters could have, no doubt, functioned well in the schools of South America or of Spain but were lost in classrooms where all communication and learning opportunities took place by means of an alien symbol system (English) in both sound and in print. Second, there were children who knew little English but who had few and inaccurate concepts for the words they knew in English and in Spanish. Third, there were children whose opportunities for growth in either concepts or their labeling in any language had been extremely limited by their marginal socio-economic status. A curriculum design that could serve these three general groups and the specific needs of the individual children was drawn up by Mrs. Powell and the teaching staff. Guided by child development principles[4], by language-experience approaches to reading, and by audio-lingual techniques for teaching English as a second language, the school program was carefully planned. It had three major dimensions: (1) it was structured to insure success and to prevent failure; (2) it was academically oriented to the language arts area; (3) it was low pressure, supportive, individualized, and comfortable for pupils and for teachers.

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[3] Robert Lado, Language Teaching--A Scientific Approach. New York: McGraw-Hill, Inc., 1964, p. 38.

[4] James Hymes, Jr., A Child Development Point of View. New York: Prentice-Hall, Inc., 1955.

The diversified way in which each teacher adapted these common purposes to their own classrooms is best described by the teachers whose summaries of their activities follow.

The Kindergarten Program by Miss Leila Lile

What will these children need most? What can we do to help them most? It was decided that English taught as a second language would be the most helpful for ongoing school experiences as well as for living in an English-speaking environment. How could we teach non-English speaking children in kindergarten to speak English? Primarily, the kindergarten program was planned to encompass the kinds of activities that almost any educable child can do. The program was also designed to encourage enjoyed, active or passive participation rather than indifferent or rejecting kinds of participation. Although the teaching of English was a major purpose, opportunities to speak in any language were provided in the kindergarten program. It was felt that a busy Spanish-speaking communication system (which took place) was far better than no talking at all.

There were many specific opportunities to participate or to belong. Cubby-holes with colorful name cards were provided for each child to store things belonging to him only. Crayola boxes (with names printed), milk boxes gayly covered with wallpaper (with names printed) stored private supplies of plasticine clay. The girls had jacks and the boys had marbles, all their very own. Discard story books (with names printed) and all the children's art projects were kept in these spaces. Photographs of the children taken in groups and individually were displayed and then taken home later. Each child had his own planter and planted lima beans that had been soaked overnight. The children's care of the seeds was taken as a serious responsibility and they drowned, rotted, were unplanted, studied, replanted, and surprisingly finally flourished. A large container of water was displayed on a counter until the children asked what it was. They were asked what might be put in this container of water. Then fish and greenery were placed in the jar. The children enjoyed feeding, watching the fish eat, and replacing the water up to the evaporation line that had been marked.

Music was always a source of pleasure and a means to friendship. The children learned to listen and to recognize changes in pace for walking, running, skipping and tip-toe rhythm. Even the shy children joined in with obvious pleasure. They experimented with body sounds to music and sat cross-legged on the floor while they clapped, snapped their fingers, clucked their tongues, whistled, clapped on their knees, swished their open hands up and down. The children chose a leader and then followed his direction. The leader then selected another child to be the leader. The autoharp and guitar were also very popular at music time. Just the opening of the case was a well-understood signal to gather around the teacher. The children liked to use the rhythm instruments and to listen to records when they were resting or working on art projects.

Some language games were designed to encourage all children to participate orally or quietly. Six very large animals were placed on the flannel board. One child would hide a felt object behind one of the animals as all of the other children covered their eyes. The child would announce importantly, "Ready." Most of the hands would fly up and excited voices said, "I can", or "me", or "teacher, teacher." The child would look the group over and say, "I choose Jaime." If Jaime could locate the object with one try, he could then hide it; if he did not find it, he would choose another child. The game would continue and sentences were coaxed into existence.

Colorful name cards were prepared in manuscript and held up by the teacher. She would ask, "Where is Merta?" Merta replied on the last week of school, "Here I am." Different colors were used to help the child get cues before learning to recognize the shapes of the letters. Several names were in the same color so that the children really looked to find their own names. Often, a row of children would be asked to stand and one child would touch the children as he passed them saying, "Ida is a girl," "Saul is a boy," or "She is a girl; he is a boy." As each child was touched, he sat down.

One particularly enjoyable game was a color train. It consisted of a large train pinned on the wall at the children's eye level. By using a set of large colored blocks, the children matched the block to the same color car in the train. Sometimes a child would say a complete sentence, "I can find brown." At other times, a child would come up, take a color, walk over, match it correctly and never utter a word. Large geometric shapes were displayed in the same way and involved matching not only the color but also the shapes. Language was always encouraged during these activities.

Group stories were recorded by the teacher and illustrated by the children. Story recording was not intended as an attempt to teach reading. Its purpose was to establish the relationship between talk and writing and to give the children the opportunity of seeing their talk in print. The stories were written on large chart paper and each child contributed something to the illustration if it were only a scribble.

Sounds and listening games were devised to capture interest and to train ears. The teacher sat behind a large cardboard carton with her shoulders and head above the box. The children listened as the teacher would tear paper, squeeze objects, pour water, rub materials, drop items (bells, coins, toothpicks, rocks, etc.) and the children imitated the action, tried to guess what was making the sound, described it in words, dramatized the action, and listened intently.

The developmental activity materials were two full-time easels, a large playhouse area for family play, hollow blocks, planks of wood, heavy cardboard, two plastic tubs with objects for water play, pegboards, large wooden beads, tinker toys, wood toys, barn with farm animals, log rails, and an assortment of people made of heavy durable rubber.

The children were very enthusiastic about their creative art activities. They made murals, painted with chalk and buttermilk, cut and tore paper, put collages together, and used crayolas. No ditto materials or patterned forms were imposed on these children. They showed good ability to create their own art products.

Useful concepts in mathematics were developed by counting the children both present and absent for the day. They counted the boys and the girls in the class. They used both English and Spanish for these counting experiences. On a one-to-one basis they developed the concepts of more or less. After the counting and an agreement on the number, the written symbol was placed on the blackboard under the proper box for the number of boys and the number of girls. The last week, the children were able to do this almost completely by themselves. A "Match Me" game played on the flannel board developed abilities to match a "set" designed by the teacher. The children learned spacing, color, number, and placement.

The children went on short walks around the school. Land marks were noted, houses under construction, men and machinery at work were inspected, and gardens were examined with interest. Language accompanied all these excursions. On one bus trip, the children visited a dairy nearby and saw the cows washed, milked, turned back to the pasture. The sounds of the cows and the milking equipment at such close range were new and exciting experiences that gave the children plenty to chatter about. On one day, they all went to a "frosty" stand, bought a "frosty" cone and walked to a park to eat it.

Many filmstrips and motion pictures were used and provoked much conversation in both English and in Spanish as well as much applause. Occasionally, several classes joined together to see a film and served as a wonderful means of "socializing" with one's friends or brothers in another class.

Toileting, washing, and resting were parts of the kindergarten program that never wore thin nor required coaxing. Literally, it could have been the total program. Flushing toilets, using the soap dispenser, turning on the faucets, pulling a paper towel down and out of its container, getting a drink of water from a half-circle fountain stream--all these events were fascinating things to do often every day. The teacher helped, too. She cut fingernails, cleaned difficult corners with toothpicks, and rubbed in hand lotion for soothing and for smelling.

The Primary Program by Mrs. Joan Miller

In the primary group, instruction was individualized so students with special interests or problems could make the most possible academic gain and achieve the fullest success and satisfaction from the time spent at school. There were total group experiences that included the following: (1) field trips to a dairy, to visit homes in the area that were in varying degrees of completion, and to a roller skating rink for a skating party; (2) talking and writing about the new houses, our playhouse, trucks the storm, the dairy, and what we saw on our way to school; (3) classroom observation centers on birds, insects, rocks, and health; (4) reading experience charts, word ladders, stories, labels, captions, and books; (5) art experimentation with paint, clay, crayon drawings, ceramic clay, paper bag puppets, and collages; (6) specific language instruction in English with dialogs, pattern drills, and the use of the Bell and Howell Language Master for individual and small group practice; (7) mathematical concepts through counting, page numbering, puzzles, games, ten-frames, and practice in the use of contrastive and comparative terms; (8) music opportunities in the use of rhythm instruments, in singing, in dancing, and in listening to records; (9) social studies concepts of homes, families, and occupations.

For small groups, there were activities in reading, in writing stories, in constructing a playhouse, and in learning English. For individual children, the teacher wrote stories as dictated by a child; a few able children wrote their own original stories; a child who needed handwriting practice used the easel or full-size chart paper spread out on the floor; one child enjoyed inspecting the insects with a magnifying class; and some children worked at the wall blackboards or one laid on the floor. Activities changed frequently and attention spans varied and interest in any one area was sustained at different rates. The one activity that seemed to hold the children's interest and to keep them involved for the longest period of time was the playhouse. They constructed rooms, painted them, arranged furniture, assumed familial roles, discussed family concerns, and found the playhouse a source of great pleasure. It was also an excellent vehicle of language expression and concept formation.

The Primary-intermediate Program by Mrs. Eleanor Ortiz

The first day of school after introducing myself and giving the children some information about my background, I proceeded to have each child introduce himself and to tell something about himself, his family, and his home. I did this by asking questions and by helping the children frame their responses in complete sentences. I used Spanish as well as English and tried to establish meaning by whatever language suited each child that first day. Total group, small group, and individual experiences were arranged for the four-week session in the following areas of interest to these boys and girls.

The children talked about the life in the camps. These personal experiences were written on the board. The children were helped to read them both as a group and individually. The stories were copied and made into booklets by the children. For language practice, a particular sentence would be used for a pattern drill in which each pupil could participate. For example, "I am ten years old. How old are you?" As one pupil responded, he would ask the next and a chain practice resulted until every child had talked.

Weaving was an activity in which every child took great interest and pleasure. Each child made his own loom and chose his own yarn colors. The children wrote stories about weaving and about how the looms had been made.

The class visited a pear-packing plant because it was discovered in the groups discussion of life in the camps and work in the orchards that no one knew what happened to the fruit after it had been picked and put on the trucks. This field trip was a source of interest for further discussion, exchanges of information and story writing.

One particularly exciting field trip was a bus trip to the nearby airbase. Beale Air Force Base is the home of the large Strategic Air Command bombers and tankers. The children had never seen airplanes except for watching them in the sky and when the guide actually permitted them to go on board the tanker, they were so thrilled and delighted that they listened and looked with great interest. While at the airbase, too, the children visited the fire station and climbed on the fire truck. Stories, conversations, discussions and many pictures followed this experience for several days. The children wrote thank-you notes to the Air Force guide and made a tremendous mural of the events observed that day.

For providing mathematics experiences, the class planned and constructed a store which they named the "Lucky Market." They used measurement dimensions of height, width, and depth as the building developed. They learned the words yard, foot, inch, half and quarter inch and their conceptual meanings. They collected items for the store shelves, labeled, and priced them. Each child had the opportunity to go shopping by himself or with a friend. The group worked to find out what the cost of the day's purchases was. To do this, they used the processes of adding, carrying, place value and an understanding of United States money.

For science, they discovered that a seed is a plant. Each child planted a lima bean on a wet paper towel and placed it in a jar. The children watched their seeds sprout into plants. They talked about them and developed the concept that a seed is a tiny plant that has enough food for its growth until it is able to use nourishment from the soil.

For spelling, each child had his own spelling box and built his list of words from his own stories. The children also learned to put these words in alphabetical order.

Everyone enjoyed the art activities in which the group painted, made murals, cut paper and pasted, put collages together, and worked with puppet-making. Music, too, was a general source of satisfaction as the children listened to many records, danced La Raspa, and sang Spanish and English songs to the accompaniment of a guitar.

Each day, the children were encouraged to talk about their work, to think about their ideas, to write or be helped to write of their experiences. They like to copy anything the teacher put on the blackboard and showed much interest in improving their handwriting skills.

The Intermediate Program by Mr. Robert Parker

Many classroom activities developed from the field trips to the airbase, to the packing plant, on a picnic, and to the Sacramento Zoo. These experiences were used for discussion, for writting stories, for reading, for listening to others, for growth in social amenities, and for art.

The children used ceramic clay, made paper machè masks, learned to blend colors for new colors, and tried chalk on both wet and dry paper. They liked especially lessons on the use of the telephone, some very elementary concepts on batteries and electricity, and learning to name the parts of the telephone instrument, itself. The children also had economic concerns when they visited the packing plant and had many questions about hours, wages, the kind of work, etc. Films and filmstrips in a variety of areas were viewed, discussed, questioned, and often written about.

Each child's questions or contributions to class discussions were heard courteously and appreciatively. Each one was helped to feel that what he had to say was important. No comments were made on faulty English expression or on poor grammar to the child directly. When restating or making any point, the teacher would in a general way make the correction for the group. The children did not feel at all threatened by this procedure because they all shared this common problem of limited English expression. It was apparent that the sentences increased in length and in correctness as the weeks went on. I noted that the children as a whole did quite well in arithmetic.

The children's enjoyment of one another and of themselves really grew as they worked together, sharing, and helping, often with kindness and humor. It seemed that an improved concept of self emerged.

Other Services

To make a go of the program for the children in the classrooms, on the playgrounds, during the field trips, and in the cafeteria, many good people contributed important services: the transportation arrangements, the food preparation and serving, the health program, the care of the building, the clerical details, the keeping of records and transfers, the special arrangements for visitors, and many other supportive tasks. Some of these aspects of the program are described briefly in the following pages.

Transportation

It was discovered on the first two days that one bus for transporting these children from the various camps was not enough to do the job. In addition to possible crowding, the fact that the ride to and from school was too long for many of the younger ones made it important to make other arrangements. By the third day, two buses were put into use. One operated in the Yuba County nearby area and one picked up the children who lived farther away. It was found by Mr. Carson that this plan worked out well in solving both the problem of numbers and the length of the riding time for the children.

The School Nurse

Mrs. Ann Dietrich, the school nurse, made a significant contribution toward helping these children and their families. She worked with the teachers in planning the health interest centers in the classroom, in giving demonstration lessons on health and hygiene to the children, in assisting with the height and weight records, and by serving as an excellent resource person. Mrs. Dietrich prepared a definition of the role of the school nurse in a program planned to serve migrant children. Her outline of areas of service may be found in the Appendix.

The Cafeteria Service

Mrs. Faye Sorrels, cook, reported, "I planned for my menus according to the children being served. These were almost all Mexican-American children and I wanted to see what foods they liked. Each day, Mrs. Powell and I marked the food items good, fair or poor according to the foods left on the trays uneaten. I found that these children ate the American dishes as well as the Mexican dishes. They liked fresh, raw vegetables very much. They liked the dry cereal better than they did cooked cereal. They seemed to like all the cooked vegetables such as corn, green beans, and peas. They enjoyed ground beef in any dish mixed with rice, spaghetti, or tamale pie. They liked all the sandwiches, crackers, spreads, and cookies that were served at the snack periods. About the only foods the children didn't seem to care for particularly were lima beans, purple plums (canned), apple and tomato juices. I enjoyed working with these children." A sample menu for one week's lunches is in the Appendix.

Staff Meetings

No regularly scheduled staff meetings were held during the four-week program. However, there were constant exchanges of materials and ideas as the various members of the program shared meals, met before the day's activities were under way, or stayed for coffee and conversation at day's end. As Mrs. Powell put it, "The climate of a 'true workshop experience' prevailed."

Special Visitors

Many visitors came to see the children. One of the most exciting days was the day that Miss Helen Heffernan came to the school. The pupils arranged to march, sing and dance for her. They offered her flowers and a hand-made mat woven in class by one of the children. The children's paintings decorated the cafeteria walls and the trainee's handiwork shone in the table arrangements made of fruit from the local orchards. Mrs. Powell managed to involve the children and the trainees for the purpose of giving them a feeling of making the guests welcome and of taking pride in "our" school.

Providing Clothing for the Children

Many of the children had clothes that were little more than rags. The majority of the children wore no shoes. Mr. Carson and Mr. Morales got in touch with the Salvation Army and with the various church charitable organizations in the area to get clothing suitable for these boys and girls. Through the efforts of many kind people, quantities of dresses, shirts, pants, sweaters, and shoes were gathered. Each day children who needed items of clothing were invited to select from among the stock available. It was a pleasurable experience for the girls especially. One barefooted little one in the primary had been extremely shy and had not spoked a word until she had her turn in the clothing room and selected an impractical, but elegant pair of gold sandals. From that moment on, she was seen and heard in the classroom as she bounded from her seat at the slightest excuse to have her gold-encased feet be properly admired.

The Library

The library materials received a large share of attention from the teacher-observers. Part of the U.C. course requirement was a reading assignment in which one book and one article (minimally) were to be read and summarized. The participants were encouraged to select different books and pamphlets and the summaries were typed, mimeographed and distributed to all members of the program. At the close of the session, each person carried away about eighty summaries of literature covering the education of children who follow the crops. Hopefully, such summaries could be read later and the original book or pamphlet secured if the topic were a particularly useful one for any participant. A volunteer librarian from the group, Mrs. Edythe Donham, and the trainee did such an outstanding job of library service with the result that at the end of the project all materials were present and accounted for.

Books and study prints in the classrooms for the children came from the room libraries of the Johnson Park School and the personal materials of the teachers of the summer school.

Clerical Service

The school secretary, the trainees, and a volunteer typist kept up with the clerical demands of the program. The secretarial staff of the Yuba County Schools Office did a big job of turning out the typed summaries and duplicating the guest presentations for the group. Much of the information that was shared would not have been possible had it not been for these clerical services.

Evaluation

Evaluation is a process in which several questions are asked: To what extent were the goals of the summer project reached? By what means can success or failure to meet the originally stated purposes be measured? What areas of strength and of weakness can be discovered? For the children two main objectives were sought: (1) an improved concept of self and (2) an increase in language competencies. For the teacher participants, the important outcomes anticipated were these: (1) an increase in the knowledge of the backgrounds of migrant children and their families; (2) an improved attitude toward accepting these children as they are; and

(3) a greater awareness of some teaching strategies that are workable with these children.

Admittedly, both sets of purposes were fraught with roadblocks. The high rate of transfer of the student population made comparative data gathering impossible; the short time in which change could be observed was a limiting factor; the economic and cultural bias in the usual measuring instruments as well as the somewhat sadistic aspect of subjecting these children to testing in a strange tongue ruled out the use of group measures; the means to assess attitudes are still sufficiently unrefined as to require very cautious interpretation. In spite of these hazards, an attempt was made to evaluate the effects of the experience on both children and the teacher-observers.

These were the evaluative techniques employed: (1) the teachers were asked to give their opinions of the children's progress; (2) the children's self-portraits were compared on the basis of those drawn the first week of school and again those drawn the third week; (3) the teacher-observers gave their reactions to the worth of their experiences on evaluation sheets obtained from them the last day of class; (4) Mr. Carson and the school staff gave their opinions of the trainee program; (5) the trainees themselves answered questionnaires on their experiences; (6) Mr. Dick Walthart from Sacramento State College gathered considerable data on the teacher-observer attitudes and the effect of the program on them. Summaries of these attempts to evaluate the impact of the Marysville project on these various groups are presented in the following pages. Some of the forms of the questionnaires and other techniques used are appended to this report.

Teacher Opinion

Miss Lile, kindergarten teacher, writes: "Evaluating the four weeks' summer session can only be possible in terms based upon the philosophy established in pre-school planning. If one believes that each human being is valuable and that he contributes in his own way, using the ability that he possesses, some statements can be made. It is the feeling of this teacher that every child, without exception, has a different feeling about his importance. He was given the opportunity to be valuable responsible, contributing, even though it may have been done quietly or passively. Every child had the chance to help another child or the teacher. All children experienced success and there was no premature pressure to participate. The few tears shed at first came from the reluctance to leave older brothers or sisters. The only possible infringement on these children could have been the ten teacher-observers present each day so early in their school experience. It was noted that some, typical show-off behavior occurred at first when an audience was present. As it went unnoticed, it ceased almost as rapidly as it began. Discipline was a very minor factor for these 'first-time' students. Yet, it was not a permissive, do anything, anytime atmosphere. There was schedule and there was also flexibility. Children sometimes had to be fetched from the yard or retrieved from interest centers. They learned to give their attention to the teacher thru the use of the desk bell, music and other signals. As the children left the school, it was a toss-up to evaluate who enjoyed it most, the children or their teacher."

Mrs. Miner, primary teacher, writes: "Success for every child was the goal of the program. Each day's progress was a challenge to greater effort the next. At the end of two or three weeks children who, at first, sat passively while others made verbal contributions to experience charts were making themselves heard. Youngsters who cringed when called on individually were reading or giving information to the whole class. Art experimentation and enjoyment increased markedly. Writing skills improved. Desire to read and to be read to, and the ability to listen for extended periods of time increased. The house area was the most useful vehicle for the improvement of social skills. The children planned together, sewed curtains, made a doll cradle, painted the house walls bright pink and lavender, and made furniture out of blocks. Busy mothers served meals while harrassed fathers gulped coffee or dangled babies. Though the boys painted and planned the house eagerly, not one of them played in the house until the third week of school. Feelings of belonging were engendered by the children eating their meals together and by their being able to converse quietly while working. There were few absences due to illness. The children seemed unusually eager to take home any discarded books, pencils, crayons or paper. They were eager for affection and gave frequent compliments to staff members. Discipline problems were infrequent."

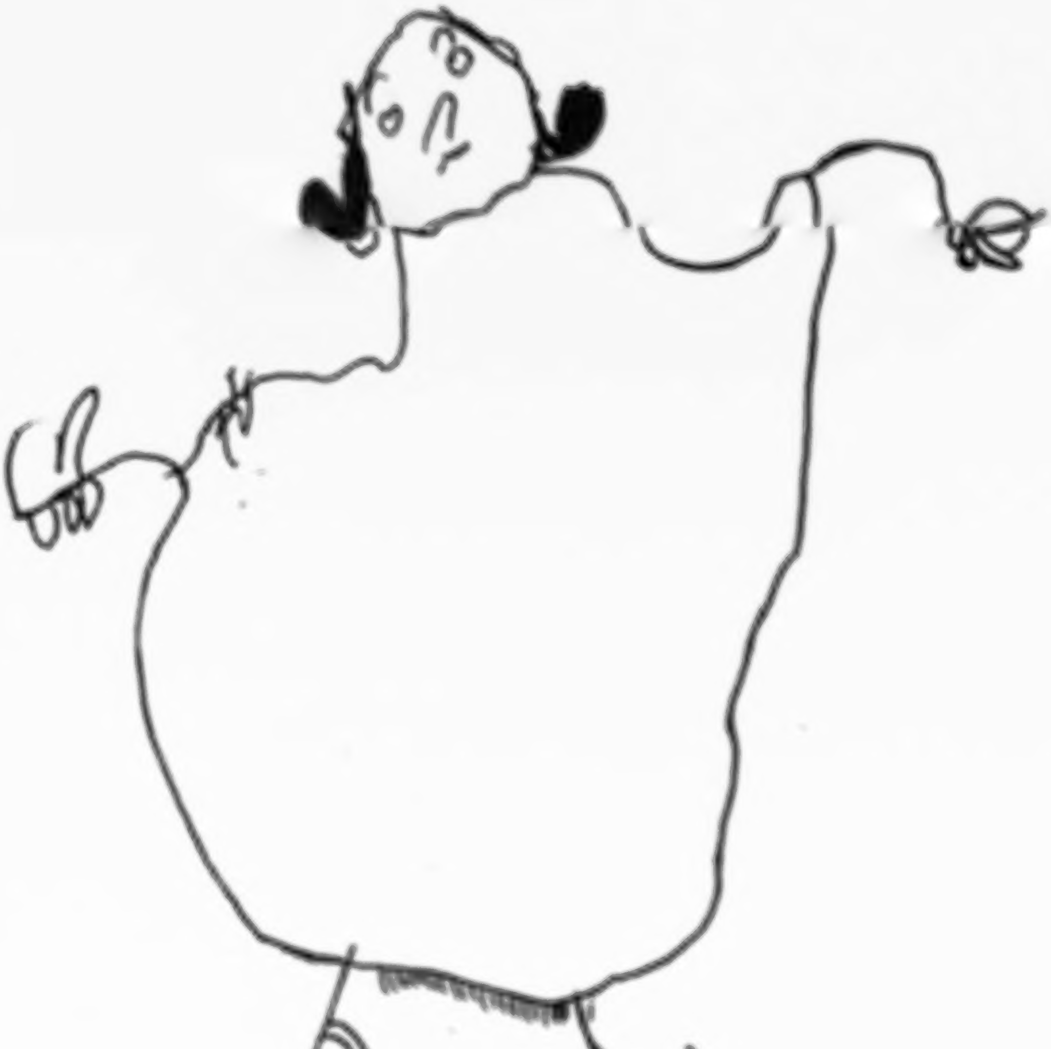
Mrs. Ortiz, primary-intermediate teacher writes: "As time went by, I noticed that the children were making progress in both oral and written expression. As they worked cooperatively in various activities, I sensed that the children all felt that they belonged and that their contributions to the group were worthwhile. I was pleased to hear that some planned on buying yarn and teaching their younger brothers and sisters how to weave. They all talked about how much they were enjoying school and were glad that they had come."

Mr. Parker, intermediate teacher writes: "Attendance was good and absences were almost always for reasons of working or of baby-sitting. One girl missed four days due to an eye infection, but, on the whole, the children seemed to enjoy good health. They did not want the teacher to speak Spanish and when they had a problem to work out, they would talk to themselves in Spanish and then give their answers in English. They would say, 'We must learn to write, read, and speak English, so no Spanish, please'."

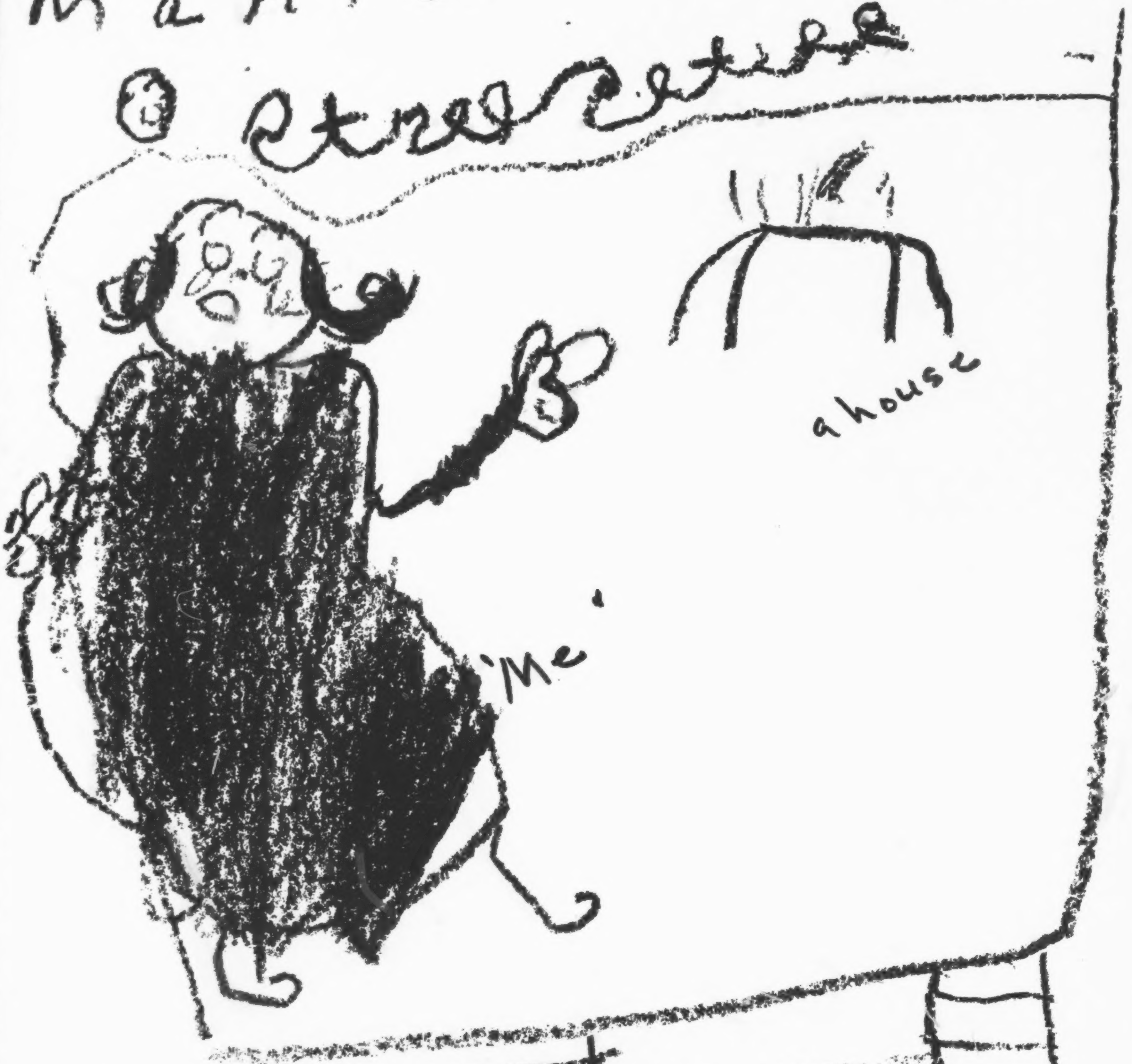
The Self-portraits of the Primary and Kindergarten Children

It was possible to compare self-portraits done by some of the kindergarten children and some of the primary children at the end of the first week and again at the end of the third week of school. Unfortunately, many of the children who made the first drawings had moved on with their families to another harvesting area by the time the second set of drawings were made. Of both groups, however, it was possible to compare the work of about twenty children. Without exception, these children showed greater awareness of body image and demonstrated greater skill in the use of pencils and crayons at the end of the fourth week. No attempt to assign scores according to the Goodenough-Harris Scales was made. However, the first and third week drawings were compared for firmness of strokes on the paper, number of details present, and skill with which the problem of drawing one's self was accomplished. Even in the short space of two weeks, it was noted that a general improvement in these three areas was apparent. Some of the children's drawings are included in the Appendix. One kindergarten boy's first attempt was only a very shaky circle with a pair of small circles within it to depict eyes. Two weeks later, the child drew more symmetrical circles, filled in the details of eyes, nose, mouth, hair, and attempted to append arms and legs complete with fingers and toes.

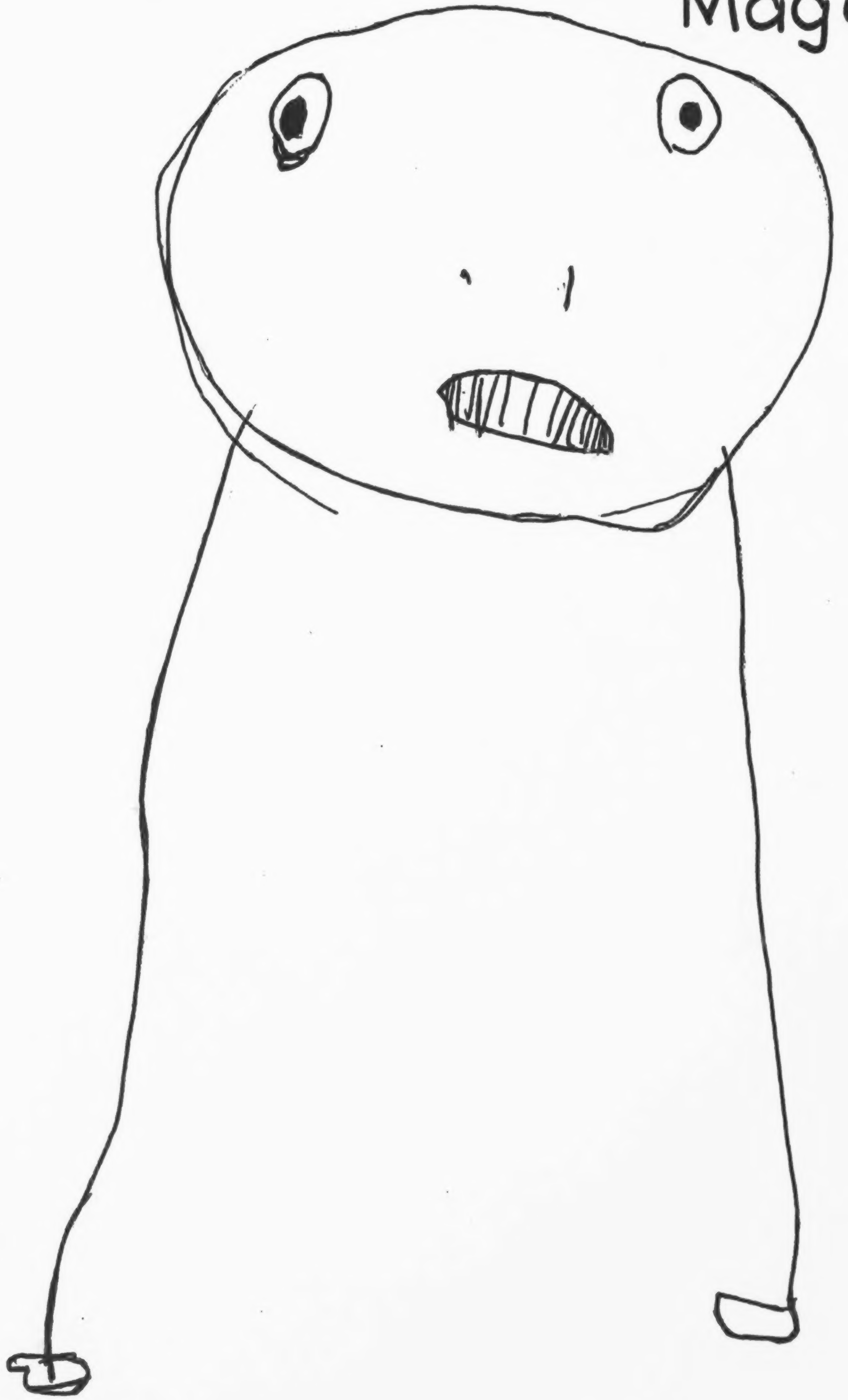
Maria
Maria



Marie


Maria
a house
"Me"
big baby
little baby
the crib

Maggie



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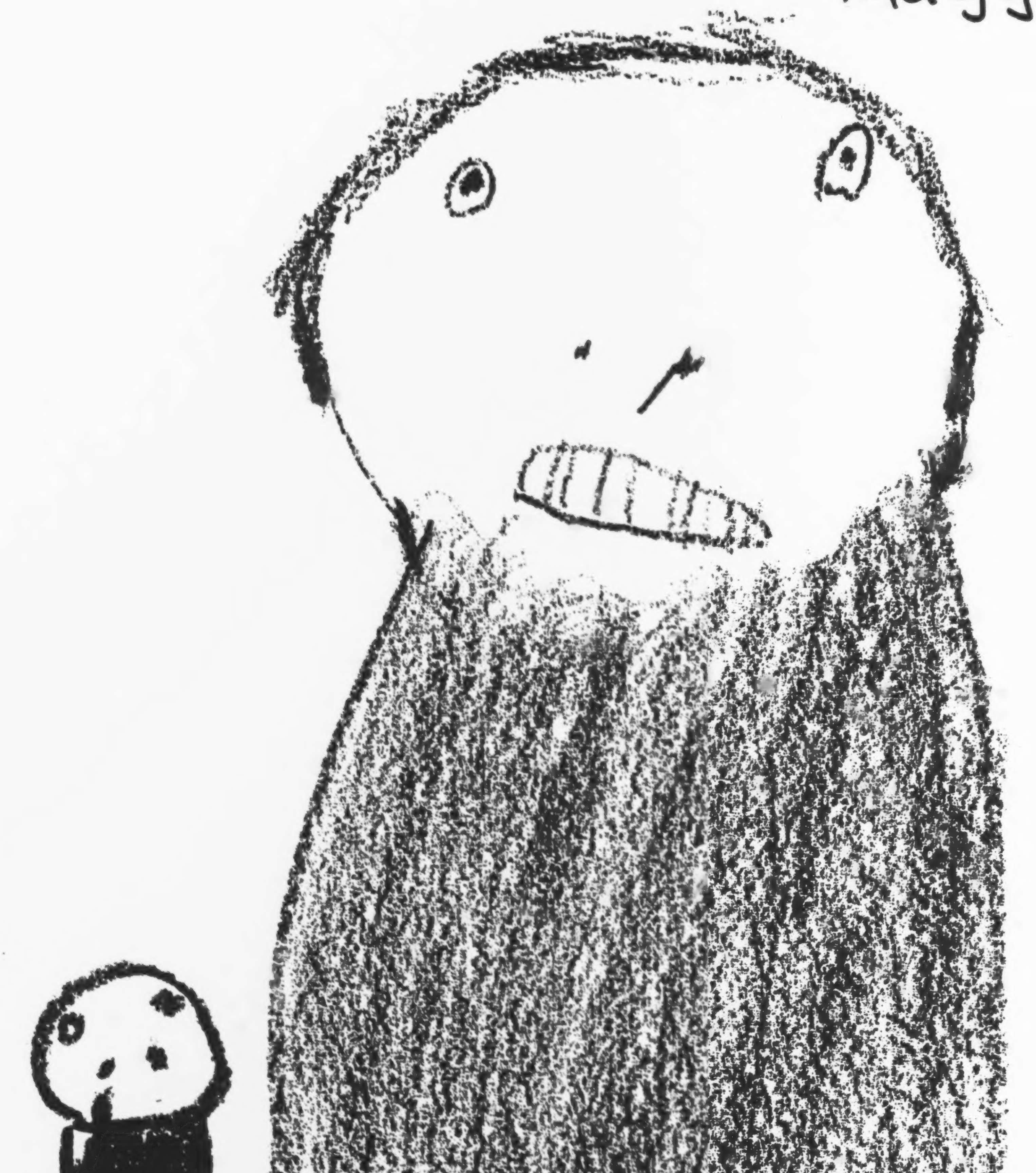

Sister_Gracie

Reactions and Impressions of the Teacher-Observers

Of the forty teacher-observers who undertook the experience, thirty-nine of them completed the course. One person left the second day when some dissatisfaction arose over the program. Of the thirty-nine teachers, thirty-five of them returned evaluation sheets and answered the questions in the following manner:

1. They were attracted to the Marysville project for the purpose of increasing their knowledge about the migrant child, because their superintendents had requested them to attend, to learn teaching techniques for the teaching of English as a second language, to meet with other teachers who had similar concerns, and for some other miscellaneous reasons.

2. The majority felt that the workshop had satisfactorily filled their expectations.

3. They felt, as a group, that the observation in the classroom, the discussion groups, and the course lectures were the most productive experiences.

4. Many of them showed by their added comments that certain aspects of the program had special meanings for a particular problem in the home districts from which they had come.

4. Some of them felt that the afternoon activities such as the guest lectures and films came at a time when everyone had had a full day and therefore were not as effective as they might have been earlier in the day.

6. In general, the comments were favorable.

A copy of the evaluation sheet and a tabulation of the teacher responses are both in the Appendix.

Evaluation of the Trainees

Mr. Roy Carson, Project Coordinator, was of the opinion that the trainee program was invaluable to him in his work with the parents in the camps and that the trainees enjoyed their work and their relationships with the members of the school staff.

Mrs. Jeanette Powell, Principal, said that all of the trainees appeared to enjoy their work and seemed enthusiastic about their duties and their responsibilities. She felt that though the demands of training these young people were very time-consuming, the experience and gain in self-esteem on the part of the trainees made the extra work well worth the effort.

Miss Lile considered the trainees a big help in the program. As a kindergarten teacher with a very young and inexperienced group, the trainee gave valuable assistance to her. Miss Lile did express only one reservation and that was her concern that on occasion and with the best of intentions, her classroom aide would attempt to guide the children's hands in art activities. Of course, such "help" was not at all what the kindergarten teacher wanted for her children. These minor problems were resolved when Miss Lile tactfully explained the need for each child to do his own art work in his own way.

Mrs. Miner reported that the training of a young person in the classroom was not easy but it was very rewarding. She also felt that one aide in a classroom was a good arrangement because she noted that when two of them got together they (quite humanly) tended to visit with one another instead of looking after the needs of the children.

Mrs. Ortiz did not comment formally on the value of having a trainee to help her. She did however, during the program itself mention the help that she had received from the young woman in her classroom.

Mr. Robert Parker had the distinction of being the only male teacher on the staff. He also had the only male teacher aide assigned to help in his room. Of this young man, Mr. Parker has said that he was quick to learn, he anticipated where help might be needed, and often he freed the teacher to give more individual help. Mr. Parker suggests that this experience would be valuable for senior college students who have had student teaching. He points out that here is an unusual opportunity to work closely with a group of children who have serious learning problems in the schools.

Mrs. Faye Sorrels, Cook, said that the girls in the kitchen learned to work together, to share the workload, and to work with the people who used the cafeteria services. She is also of the opinion that they gained sufficient experience in kitchen work during the three weeks to use this training in another job. Mrs. Sorrels wrote, "I enjoyed working with the trainees and learning more about their way of living."

Mr. Bud Glaspel, Custodian, was not especially pleased with the trainee assigned to help him. He said that for the first few days he appeared slow but willing to learn. As the program moved on, however, he appeared not to care how the work was done and resented any criticism or suggestions for improvement. Mr. Glaspel was of the opinion that the problem arose because of the man's age (forty years old). He recommended in the future that any custodian trainees be selected as younger men.

The trainees answered questionnaires at the end of the project. Such questions as: What did you like about your job? What did you learn? What did your parents say about your work? What are some of the things you would have liked to do at school? The replies to the first question almost always included an element of liking to talk to the people and to the children. Oppotunities to speak English were also mentioned. In reply to the question of what was learned, they all mentioned the new ways of doing things and the different feelings they now had. All of the trainees reported that their parents were pleased and proud that they were not getting dirty working in the fields even though they might make more money picking fruit. Several of the trainees wished that they, too, might have joined in the school activities of reading, writing, art work, singing and exercises. As a group, they all expressed appreciation for the opportunity to be in the program and accompanied their expressions of thanks with broad smiles. The trainee questionnaire and a sample set of responses may be found in the Appendix.

Mr. Dick Walthart carried on an extensive research project, the purpose of which was to evaluate any change that might take place in the way the teacher-observers perceived these children and their problems both before and after their exposure to the program. He used the following methods: (1) interviews, (2) the administration of the Gordon Person Inventory, (3) the use of the standardized Minnesota Teachers Attitude Inventory, (4) an information survey on California agricultural economics. His research report is to be presented in a separate summary of the project and therefore is not discussed in detail here. Mr. Walthart felt that on the whole his findings were inconclusive due to the difficulty in establishing criteria for weighting the responses and to the many ambiguities in defining terms. He also noted that a three-week period was no doubt too short a span of time to expect attitude change to take place and that a follow-up of these teacher-observers and their performance in the classroom with migrant children in their own districts, (if such follow-up were possible) might be a more valuable and valid means of evaluating attitude change.

Summary and Recommendations

Some people in the Marysville community cared about children; a program was designed to serve them for a few weeks; the people who worked in the program felt that it was worthwhile for the children, for their parents, for the trainees, and for the teacher-observers. The quality of the total experience appeared to have been one of human concern about "man's inhumanity to man" and the need to help these children. The project became a very personal matter for each member, not in the sense of doing good and feeling pure about having done so, but rather in a sense of responsibility that was crystalized into a personal commitment to these children. Though a great deal of the literature devotes many thousands of words defining the children of parents who follow the crops in negative descriptive terms the disadvantaged, the deprived, the language deficient, the handicapped, etc., the participants of the Marysville project sought to identify the strengths of these boys and girls and their way of life. The close family feelings were revealed when the hungriest little boy, first off the school bus in the morning would wait for his little sister before going in to breakfast. The gentle way the older children looked after the younger ones was frequently noted. Their humor, their social grace in its primitive, unpolished state, their appreciation of music, and of art, their charm and wonder at each new experience--these qualities and many others are beginnings of no small importance that good teachers anywhere can build upon. When the conditions in which these boys and girls live in the migrant labor camps are considered, the fact that they are able to survive at all in the school world is a miracle of no minor proportion.

Many of the people involved in Marysville last summer had feelings of uneasiness as the program drew to a close. Miss Heffernan voiced a common concern when she asked: "I wonder what will happen to these children after they leave this climate of acceptance, friendliness, and security?" Yet each person felt impelled to counter with another question: "Isn't this the kind of opportunity and atmosphere that is best for all children? Aren't the goals and purposes of education in a free society the same for everyone?"

The recommendations for improving the Marysville project and for extending its scope were offered by Don Morales, Roy Carson, Jeanette Powell and the teaching staff. Their recommendations are summarized as follows:

1. Continuity and articulation during the regular school year to be provided by the experience approach to language development, (i.e.) listening, speaking, reading and writing. We further propose that short term units be designed.
2. Teachers of Spanish-speaking pupils should have extensive training in English as a Second Language.
3. Teachers working with migrant children should be encouraged to participate in such programs as the Maryland Child Study Program on "Human Development."

4. Art and crafts activities need to be of short duration for the maximum satisfaction by the pupils.

5. Due to heavy enrollment of seven and eight year olds an additional teacher must be employed for these levels.

6. A recreation and enrichment activities program can be planned for the camps after the children arrive home from school. This program would involve the parents.

7. Child care centers should be set up in the camps. This would free the school age group to attend school.

8. Name tags of the ranch where the child lives to be made in advance and attached to each pupil. This would facilitate getting addresses.

9. Trainees selected should have an opportunity to sample several job roles.

10. Application forms must include the following information: record of immunization, permission for immunization and field trips by the parent.

11. A school nurse needs to be on duty for the entire school day.

12. Two trainees per teacher should be hired for a better rotation of job responsibilities.

13. Special effort must be made for the teaching staff to meet at least once a week for evaluation and in-service education.

14. A petty cash fund could be set up to facilitate for emergency supplies.

15. The demonstration teachers who have observers and the responsibility of training migrant aids should receive a salary commensurate with their training and time involvement in pre-school, school and past school activities.

16. A full time secretary needs to be employed to work the full school day.

17. A summer school for the children of families who harvest the crops should be continued.

18. An early effort must be made to contact the "Migrant Ministry" to help in continuing a program in the camps in the evening and to coordinate efforts.

19. Service clubs such as the Lions Clubs should be asked to assist in the evenings and possibly help with the financing of eye glasses.

20. A child care center for the very young should be established to the sub-teen child who may need to attend school.

21. A coordinator and a principal are both necessary for a successful program.

22. The staff should be hired for a 5 week period instead of the 4 week period. This will allow the teacher time for orientation meetings and gathering of material. Teachers should be reimbursed for mileage during all 5 week office periods.

23. The program should continue to provide free breakfast, snack and lunch for the children.

24. Highly qualified teachers who understand the childrens cultural background and their social economic and educational needs should be hired as they were in this project.

25. A record of the child's progress should be sent to the school he will attend during the regular year.

26. Parent involvement is crucial for the success of this type of program. Greater participation would improve the program.

Summary

This school did provide an educational opportunity for some one hundred children who ordinarily would not have attended school during the period of the harvest season in this area. Further, a school specifically organized and adjusted to the particular needs of children of families who follow the crops greatly enhances the educational achievement of these children. A flexable program of instruction makes it possible to substantially increase the non-English speaking students facility with this language.

Since we are interested in the welfare of these children, regardless of the responsibilities parents should take, we must take the initiative to see that these children attend school. By doing this in years to come, when these same children have families of their own, their attitude toward education may be positive.

APPENDIX A

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Coordinator
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Willow Glen Elementary School
San Jose, California

Joan Miner, Primary
Orchard Avenue School
Arroga Grande, California

Eleanor Ortiz, Primary-Intermediate
Rohnert Park Junior and
Senior High
Cotati, California

Robert V. Parker, Intermediate
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Linda Elementary School District
Marysville, California

Mr. Walter Swanson
District Superintendent
Ella Elementary School District
Marysville, California

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Yuba College
Marysville, California

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Clousa, Sutter, Yuba Counties
Marysville, California

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Yuba-Sutter Public Health Department
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Mr. Abe Leal
Farm Labor Office
Marysville, California

Mr. Phil Ledyard, District Representative
Division of Public Housing
Marysville, California

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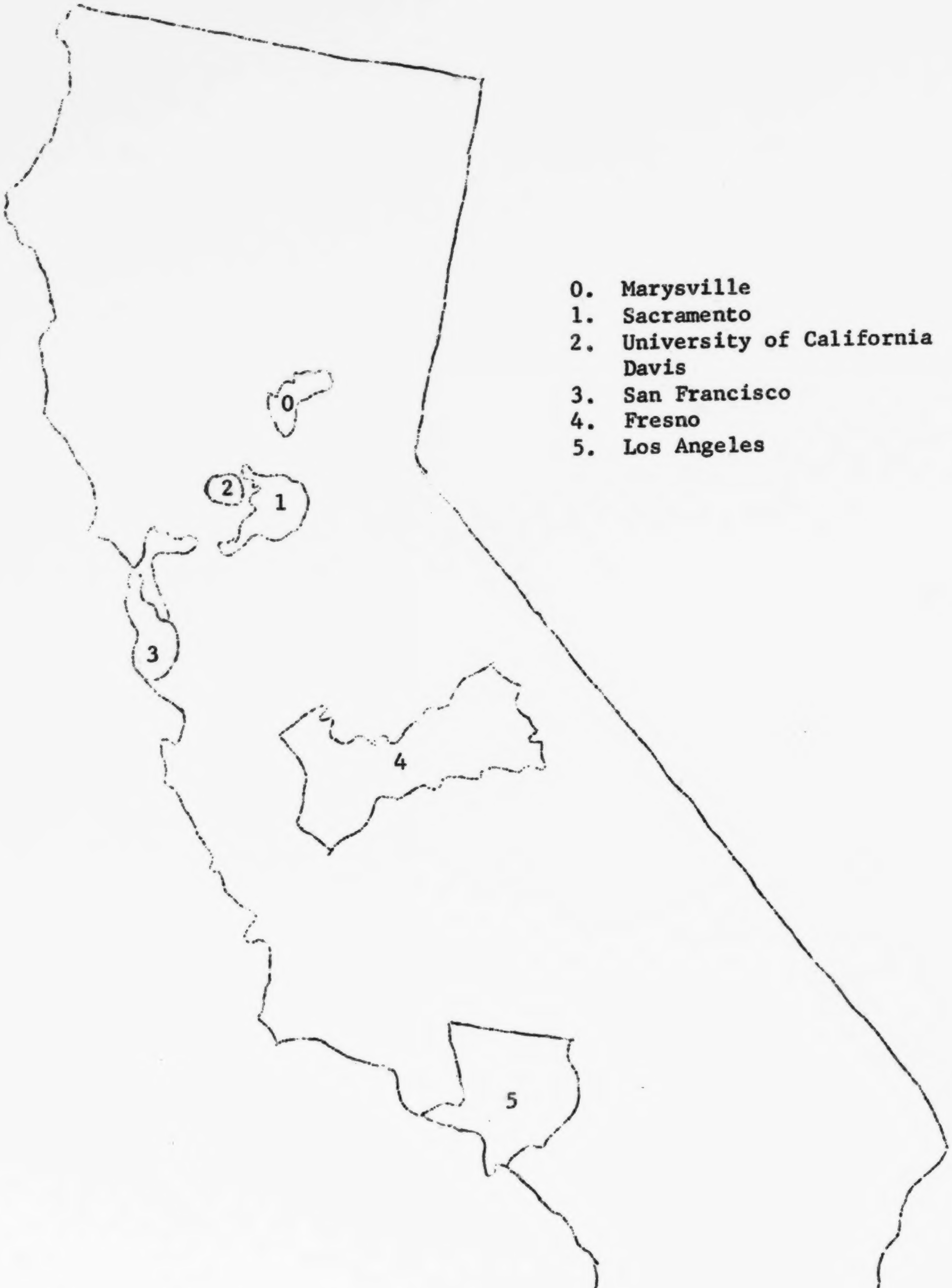
c/o Raul Villarrael

APPENDIX B


0. Marysville
1. Sacramento
2. University of California Davis
3. San Francisco
4. Fresno
5. Los Angeles
0
2
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4
5

APPENDIX C

NOTICE

YUBA-SUTTER FARM BUREAU

FOR YOUR INFORMATION:

A school for children of migrant workers will be held at Johnson Park School in Olivehurst. July 26th to August 20th. 8:00 A.M. to 3:00 P.M. For children ages 4½ - 12

Busses will be provided to pick up and return children to your ranch or where they are living. Pick-up will start at 6:30 A.M.

Children will be served breakfast and lunch.
There will be no charge for this program.

Please advise your workers about this program. If they are interested please call the Farm Bureau Office and we will arrange for bus transportation. Phone 743-4667.

The hope would be that this program will give these children a start on their way to becoming good, self-supporting citizens.

APPENDIX D

Tentative Daily Schedule - Kindergarten

Migrant Summer Demonstration School

Marysville, California

8:30-8:45

Greetings - informal Health Inspection

Entrance of visitors

8:45-9:20

Opportunities to communicate in Spanish or English or both through: group stories, games, stories, singing rhythms, orientation of school climate, (i.e.) taking turns, feeling of responsibility to help, time for special behavior rather than individual desires to run, to grab, to do what ever comes to mind. This period will also be used to incorporate small muscle use: cutting, pasting, use of crayolas and chalk.

9:20-9:40

Supervised outdoor play which is planned to provide thoughts about safety, fair play, real enjoyment of playing individually or with many others and assistance in expression in English or Spanish. Simple games will be taught to interested children.

9:40-10:00

Preparation of snack period: coming in from play yard, washing hands, going to cafeteria.

10:00-10:30

Snack time with supervising aids, discussing food, assistance in handling and manners. Return to Kindergarten yard with supervised free play.

10:30-11:30

Planning, recording individual activities, getting materials for developmental activity period. Children are given responsibility for getting and using materials and equipment they have selected. Also, responsibility is given to each child for constructively using and putting away of materials. Allowances are made and assistance given by other children and the teacher for those not ready or capable of this degree of sophisticated responsibility.

11:30-11:50

Toileting before lunch, learning how to wash hands so that they even look clean, clean fingernails (cutting fingernails when needed, by teacher showing and doing.)

11:50-12:00

Walking to cafeteria, learning how to handle and manage, napkin, straw, silverware, milk box and tray.

12:00-12:25

Eating lunch, with teacher and teacher aid. Being encouraged to sample foods and be sociable, rather than quietly sitting.

12:25-1:10

Returning to Kindergarten room, locating own resting mat with name, settling down to quiet rest. (Soft music, quiet or favorite record).

1:10-1:30

Storing resting mats and supervised outdoor free play rotating with story or singing time.

1:30-1:45

Movies, filmstrips, games, occasionally inviting first grade or other classrooms to visit and enjoy this time together.

1:45-2:00

Preparation for dismissal, gathering sweaters, constructed materials, paintings, etc. Goodbye and plans for tomorrow.

APPENDIX E

Demonstration Summer School - Primary

Migratory Children Daily Program

7:30-8:30

Breakfast - Outdoor play

8:30-8:45

Opening, roll, noticing new things, planning

8:45-9:30

Read and expand experience charts

Sequential instruction in English

Work on written assignments (group assignments)

Individual projects (stories, illustrations, copy work)

9:30-9:40

Recess

9:40-9:55

Surprise, e.g., new dolls for playhouse, special news about coming field trip.

9:55-10:30

Story

Snack and recess

10:30-11:15

Planning for story writing according to individual ability

Developmental activity period, i.e., playhouse, phonics games, puzzles, clay, independent reading.

11:15-11:40

Mathematical concepts, art experiences

11:40-11:50

Singing, finger plays as vehicle for language development

11:50-1:00

Lunch

1:00-1:15

Rest

1:15-2:00

Story, story record, activity record, films and film strips, simple folk dancing.

APPENDIX F

Demonstration Summer School - Intermediate

Johnson Park School

Primary and Intermediate

8:30-8:45

Check attendance

New enroll ents

Speech pattern drill with much variations

8:45-9:30

Discussion Participation

To encourage active participation in discussing personal or group experiences as a means to develop language, oral as well as written. To be able to tell events in sequence leading to writing stories as a group, then lead to individual stories by use of experience charts.

9:30-9:50

Writing stories with consideration for each child's level of development

1. Direct copy
2. Spelling boxes
3. Independent writing to provide for individual differences
4. Spelling
    a. Spelling boxes.
    b. Individual help given according to needs.
    c. Use of the dictionary at various levels.
    d. Writing complete sentences for direct copy.

9:50-10:00

Wash hands and get ready for snack.

10:00-10:30

Snack period.

10:30-11:50

1. Arts and Crafts
2. Individualized reading with activities as a vehicle to better communication.
    a. i.e., Puppetry, Peek Boxes, Dramatizations

11:50-12:00

Wash hands for lunch

12:00-1:00

Lunch period

1:00-1:40

Math activities

Dramatic play with emphasis on store

1:40-1:55

Rhythms

1:55-2:00

Dismissal preceded by a brief planning for the next day.

APPENDIX G

Field Trips

Summer School

August 6 - Mrs. Ortiz	Pear Packing Plant
August 7 - Mr. Parker	Pear Packing Plant
August 10 - Mr. Parker	Beale Air Force Base
August 11 - Mrs. Ortiz	Beale Air Force Base
August 13 - Miss Lile, Mrs. Miner	Dairy
August 16 - Miss Lile	Ellis Lake Park
August 18 - Mrs. Miner	Skating Rink and picnic at Ellis Lake Park
August 18 - Mr. Parker Mrs. Ortiz	Sacramento Zoo and Story Book Land

APPENDIX H

Summer Demonstration School

for the Children of Seasonal Agricultural Workers

Current Practices in Guidance and Curriculum

Johnson Park School

August 2 - 20, 1965

1:30 p.m. - 2:30 p.m. Daily

August 2 - Orientation

August 3 - Curriculum Laboratory

August 4 - The Influence of Culture on Children

Afton Dill Nance, Consultant, Elementary Education
California State Department of Education

August 5 - Teaching English as a Second Language

Maria de Carli, Instructor in Methodology of Foreign Language Learning and Supervising Teacher, San Francisco State College

August 6 - Teaching English as a Second Language

Maria de Carli

August 9 - Demonstration Lesson - Teaching English as a Second Language

Joan Miner, Teacher, Summer Demonstration School

August 10 - Aspects of Public Health Services to Migrant Workers and Their Families

Leon Swift

August 11 - The Economic Opportunity Act

Kirke Wilson, Staff Assistant for Anti-Poverty Planning,
Governor's Office, Sacramento

August 12 - The Importance of Teaching

Helen Heffernan, Chief, Bureau of Elementary Education

California State Department of Education

August 13 - The Prevention of Failure - A Panel Discussion

Leader:	Afton Dill Nance
Participants:	Edythe Donham, Kings County
	Mary Anna Moyers, Fresno County
	Lawrence Roscoe, San Benito County
	Mary Van Hoosan, Fresno County

August 16 - Trends in Reading

Ruth Overfield, Consultant, Elementary Education

California State Department of Education

August 17 - New Reading Materials

Ruth Overfield

August 18 - Child Study Programs - An Approach to Understanding Children

Jeannette Powell, Principal, Summer Demonstration School

Leila Lile, Teacher, Summer Demonstration School

August 19 - Guidance Techniques for the Classroom Teacher

Gerald Miller, Consultant, NDEA, Bureau of Pupil Personnel Services, California State Department of Education

August 20 - Open House

APPENDIX I

After school activities of the teacher-observers

1. Camp visitations in small groups arranged by Mr. Roy Carson and conducted by the trainees.

2. Assistance to the classroom teachers upon request.

3. Assistance in the library.

4. Providing a program for the migratory pupils: Puppets, Clown Act, Accordian Music and singing specialty numbers

5. Participation on a panel discussion "Prevention of Failure."

6. Sand Casting on the Marysville and Yuba Rivers (20 observers and staff from 7-10 p.m.)

7. Field trip to the Beale Air Force Base.

8. Evening activities at the Dormitory viewing film on migratory problems and related educational activities.

9. Field trip to Chinese Temple.

10. Field trip to a Gold Mine.
11. Field trips to Oroville Dam, Grass Valley and the Mother Lode Country.

APPENDIX J

Observation Sheet

Name ______________________________

Child's Name ______________________ Teacher ______________________

Extent of Child's Participation:

	Active	Passive	Indifferent	Rejecting
Apparent enjoyment				
Other reaction				

Comment: ____

Social Interaction:

	With Teacher	With Children	With Visitors
1. Speaking			
2. Touching			
3. Smiling			
4. Giving			
5. Taking			
6. Obeying			
7. Other (specify)			

Comment: ____

Level of Communication Skill:

	In English	In Spanish
Listening Comprehension		
Speaking		
Writing		

Comment: ____

University of California
Davis, California

APPENDIX K

Course Appraisal

X 142 B Teaching the Culturally Handicapped Child

Your thoughtful appraisal is essential to future planning. This evaluation is confidential. Please use the back side of the sheet to expand responses.

1. What attracted you to participation in the Marysville workshop?

2. Did the workshop fulfill your general expectations very well ☐ satisfactorily ☐ unsatisfactorily ☐?

3. Which experiences or areas did you find most interesting?

4. Which experiences or areas did you find least interesting?

5. Which were the most effective experiences?

    observation ☐ lecture ☐ camp visitation ☐
    discussion ☐ guest speakers ☐ extra-curricular ☐

6. Which were least effective, and why?

    observation ☐ lecture ☐ camp visitation ☐
    discussion ☐ guest speakers ☐ extra-curricular ☐

7. Added comments:

8. Where do you teach? ______________________________

9. How long have you been teaching ____________________

10. What is your major area in graduate study? _________________

Thank you: we would be happy to hear from you at any time.

Address: Eleanor Thonis
Extension Office
University of California
Davis, California

APPENDIX L

Teacher-observer responses to course appraisal

To the question: Did the workshop fulfill your expectations:

23 said: Very well

12 said: Satisfactorily

0 said: Unsatisfactorily

4 did not respond

N = 39

To the question: Which experiences were the most effective?

The participants ranked the effectiveness of the experiences in the following manner from the most effective to the least effective:

1. U. C. lectures
2. Observations of children
3. Camp visits
4. Discussion groups
5. After school activities
6. Guest presentations

Many of the teacher-observers expressed the desire to have worked more closely with the children during their stays in the classrooms. For many reasons, it was decided that the children's activities should not be fragmented by the active intrusion of the teacher-observers.

APPENDIX M

Trainee Questionnaire

1. What did you like best about your job?

2. What did you learn while you worked at school?

3. What did your parents say about your job?

4. What are some things you would have liked to have done at school?

APPENDIX N

Student Information Blank

Summer Demonstration School

Teacher ______________________________

Date ______________________________

Name of Child:

Girl ___

____ Boy ___ Age ____

Last First Middle

Birthdate ________________ School Last Attended ________________

Pupil's Home Address ____

Pupil's Present Address ____

Father ________________ ________________________
Employer

Mother ________________ ________________________
Employer

If a serious accident or illness occurs at school we will take the child to the county hospital.

The name of your doctor is ______________________________

My child has had polio immunizations ___Yes ___No

If no I give permission for polio immunizations ___Yes ___No

I give permission for my child to go on any bus trip given by the school.

___Yes ___No

Signature of Parent or Gaurdian:

____

APPENDIX O

As you know you have been selected by officials of Yuba County to attend a summer Demonstration School for the Children of Migratory Farm Workers to be held in Marysville this summer. Funds for this activity have been provided under the provisions of the Economic Opportunity Act. Donald Morales, Assistant Superintendent, Office of the Yuba County Schools in cooperation with Walter Swanson, Superintendent of the Ella School District and John B. J. Smith, Superintendent of Linda School District have given direction and leadership to the program. I have also assisted in the planning.

The summer school itself will be held for the four week period from July 26 to August 20 for the children who are in the area at that time. During the last three weeks (August 2-20) forty elementary school teachers selected from schools which serve the children of seasonal agricultural workers throughout California have been invited to observe the work of the school.

A staff of experienced teachers will demonstrate classroom procedures which have been successful in helping migrant children. Special demonstrations on the techniques of teaching English as a second language will be presented.

In addition the observers will be asked to enroll in a course on The Problems of the Culturally Handicapped Child under the auspices of the Extension Division of the University of California at Davis. Plans are to establish a special library for use of the conference participants.

As one of the participants you will receive a stipend for the three-week session. You will also be eligible for housing in an air-conditioned dormitory at no cost to you. Classes will be held in a modern, air-conditioned elementary school.

I am enclosing a tentative schedule and a sheet on which I am requesting information which will be used in planning conference activities.

I hope that you will find attendance at the conference to be a professionally profitable experience, and I am confident that your experiences will be translated into successful and productive school activities for the children with whom you work.

Mr. Morales or I will be glad to respond to any further inquiries.

All good personal wishes.

Yours very cordially,

(Mrs.) Afton D. Nance, Consultant
In Elementary Education

APPENDIX P

Audit

CAL CAP 8500

Summer School for Migratory Child

Statement of Receipts and Expenditures

Period Ended September 30, 1965

Receipts:			
Federal Government		$19,026.00	
District Contribution		2,105.20	$21,131.30
Expenditures:			
Salaries			
Administration	$2,150.00		
Teachers	2,400.00		
Aides	805.82		
Non-certificated personnel	1,707.23		
Trainees	660.20		
Observers	8,325.00	16,048.25	
Operations			
Meals	786.26		
Maintenance, Building	221.96		
Fixed Charges	50.00		
Space Costs and Rentals, Building Loan Repayment	647.00	1,705.22	
Travel			
Aides	200.00		
Student Bus	712.10		
Maintenance, Transportation	300.00	1,212.10	
Housing		767.00	
Special Instruction		200.00	
Miscellaneous			
Field Trips	30.75		
Instructional Supplies	370.00	400.75	20,333.32
Surplus, Returned to Federal Government			$ 797.98

APPENDIX Q

All Stories

Stories by the Primary Group

THE COLOR WORDS

I like the color words. They are pretty like crayons. And I like pink too. Pink is red and white.

I want to name the color words. Red, yellow, blue, green, orange, brown, purple and black are color words..

by Silvia

The train was walking. It was going to a town. It wanted to buy candy for me.

by Irene

We open a surprise. We open a box. Toys were in the box.

by Martha

A man went by my house.

He was going to the fair. He pass again by my house.

by Rosa

This lady is going to town. She is going to the store. She is going to buy food.

by Martha

Stories by the Primary-Intermediate Group

Language Experience Approach to Reading

THE FARM

Tom, Betty and Susan live on a farm. They have a horse they ride. They also have a wagon. They have a dog.

LIVING IN THE CAMPS

We live in the camp. Many people live there.

The fathers and the mothers pick peaches. The big brothers and sisters work picking peaches also.

We make the beds, wash the dishes, and clean the house. We wash the cars.

WE GO TO SCHOOL

The bus-driver brings us to school in the bus.

We eat in the cafeteria. Then we go out to the playground to play games.

We come in the classroom and we make stories. We write them and read them. We draw, read books, make things, go on trips, and go shopping.

We have a snack. We also have lunch.

At the end of the day the bus-driver takes us home.

Weaving

We make looms. They are 10 by 12 inches. We used boards, nails and a hammer.

We also used twine and yarn. The yarn is red, yellow, blue, pink, green, orange, black and purple.

New words: looms, twine, yarn

THE CONTEST

The Kindergarten lost their toad. So we are going to have a contest. Mrs. Powell will give a prize for the smallest and the biggest toad. We are going to enter the contest. We are going to look for toads.

New words: toad, contest, prize, enter

OUR TRIP TO THE PACKING PLANT

We went to the packing plant. We saw the pears being washed.

The pears went on a conveyor and were sorted and wrapped. Then they were packed in boxes. The tops were nailed on the boxes by machine. They went on the conveyor to the box-car to be shipped.

We went into the cold-storage. The guide gave us pears.

New words: packing plant, sort, conveyor,
guide, cold-storage, wrapped,
box-car

Stories by the Intermediate Group

DOING THINGS

Last year we had a dog and it was black. We also had a house and it was white.

I always have breakfast in the mornings.

I like to see baseball. I also like to play baseball.

My uncle has a red car.

Today I cam to school.

An airplane can fly.

The snow is fun

I like strawberries.

by Ruben

When I was little I went. I was little I had a bicycle but now I lost the bicycle.

by Alecia

THE FAMILY

When I was little I played dolls.

I have a big house.

When I was a little girl they gave me a dog.

I like to play in the snow every day.

I like to ride in the car.

I like to go to school every day.

I like to watch baseball games.

I like to go in an airplane.

My name is Consuelo.

I like to play with a girl.

I went to grandmother house.

I like to eat strawberries.

I like to eat breakfast in the morning.

by Consuelo

I want to pick strawberries.

I have a big doll.

I like to play in the snow.

I like to go on an airplane.

I like to go on trips.

I like to eat peaches.

I like to see the baseball players.

by Mary Ellen

I like to go see baseball players. Pitchers pitch the ball. Batters bat and make home runs. They catch flies.

by Marcos

THE STORY

This is when I was little. This is when I had a dog.

This is where I live. Here is my family.

This is when I was little I put on a long dress.

by Felipa

I like to pick strawberries, at the field and eat strawberries. My father and mother pick strawberries and my brother and sister pick strawberries.

by Lupe

ME AND MY PETS

When I was little I used to play in the snow. And we had so much fun. We used to have a fight with snow balls.

And we used to have two dogs. Their names were Whitey and Blacky. They were twins. Every day when I got home from school they used to play get the ball. I used to play too. It was fun.

by Tommy Lemus

WHEN I WAS A BABY

When I was a baby I had a puppy and I played with him and his name was Blackie because he was black.

I live in Texas in a white house.

I have 3 dolls at home.

Sometimes I remember about my uncle and his family.

by Maria

We had a dog one time and it was brown.

We are 13 in all my family.

I live in a little house. Some people live in big houses.

I like to eat eggs in the morning.

When I was little I played ball. I like to play baseball.

I wish I had a car.

I like to go to school.

I like to look at airplanes.

Do you like the snow? I do.

I like to eat.

by Yadira

I have a dog. His name is Skipper. He is a hound dog. He is white with brown spots. My dog and I go hunting.

I used to play baseball.

by Gilbert

PLAYING IN THE SNOW

I like to play in the snow. Many people like to play when snow comes.

by Josephine

My name is Joe. I am nine years old. I jump over wheel. A man made this house.

by Joe

PLAYING IN THE SNOW

We play in the snow. It is fun playing in the snow. My sister and my cousin used to make some snowman.

by Rachel

I like to play baseball.

I want to look for strawberries.

I want to play in the snow.

I used to play with a car.

I have to go to school.

I work in the peaches.

Two dogs go hunting with me and my brother.

A man made a house.

by Jaime

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ON LOAN

Number	Film Title	Location
1202	Bitter Harvest	California State Department of Public Health 2151 Berkeley Way Berkeley 4, California
222	Cleanliness Brings Health (Spanish Version)	California State Department of Education
674	Cleanliness Brings Health (English Version)	
AV 559	A Desk for Billie	California State Department of Education Bureau of A-V Education
1307	Roots of Happiness	California State Department of Education Bureau of A-V Education
	Have I Told You Lately	California State Department of Mental Hygiene Sacramento, California
	Something for Tomorrow	Social Security Administration 181 J Street Sacramento 14, California
337	Colorado Cares	U. S. Office of Education Washington, D.C.
47250 A (1 Reel)	Harvest of Shame	U. S. Office of Education Washington, D. C.
47250 B (2 Reel)	Harvest of Shame	U. S. Office of Education Washington, D.C.
	Movie	
	Roots of Happiness	California State Department of Education
	Sounds of Language #1, 2, 3, 4, 5 (Words and their meanings)	San Francisco State College A.V. Library San Francisco, California
	Modern Technique in Language Teaching (Organization of Language)	
	California Cares	California State Department of Public Health